

# Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS AND SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

Vol. 11; No. 2

MILWAUKEE, MAY 1911

Price, \$1.50 per year, or  
\$1 if paid in advance.

## Current Educational Notes

By "Leslie Stanton" (A Religious Teacher).

**The May Devotions.**—This is the month of our Mother, the glorious month of May. Its advent gives us all a new incentive, an added zest in our work as teachers and religious. Everything blissfully helps us just about this time to carry on the work of the term to a happy fruition. The weather has something to do with it, but most of all is the spirit of prayer and tender devotion that absorbs the Church throughout the world. In a recent number of the *The Catholic World* the charming essayist, Agnes Repplier, has happily pointed out one phase of the psychology of devotion as we understand the word that has a particular bearing on the religious practices which Catholics love to follow during this month. Miss Repplier's "Picturesqueness and Piety" will prove enlightening and inspiring to us all. Then, after realizing a few of the great truths concerning the educational effects of the May devotions, let us proceed to apply our knowledge to our class work. The process of learning something and then letting our pupils have the benefit of it is the secret of all successful teachers. The question before us is, How can we rightly lead our children to get the spirit of the May devotions? We want our boys and girls to be fervent and devout, to be constant and persevering in their religious practices. How may these results be attained?

There are many ways, and a really zealous teacher will surely not run short of means. One thought worth dwelling upon in our short exhortations and reflections is the idea of **catholicity** in the devotional practices of the Catholic Church. All over the world, in cities, in villages and scattered mountain towns, in the African jungles and even unto the remotest coasts, Catholics, during this month, are everywhere chanting the praises of Our Blessed Lady. An endless chain of Hail Mary's is being welded from the earnest prayers of old and young, rich and poor, throughout the entire world. When we assemble these evenings in the dimly lighted parish church to recite the rosary and the Litany of Loretto, we may do so with the consoling conviction that in countless other churches in countless other towns, the same blessed scene is being enacted. We are all members of the same wonderful Church, the Church that is from the days of Christ and that will last even unto the end.

Such considerations, expanded and shaped to fit the particular classes we teach, and colored and vivified by our own personal faith and fervor, will help both our pupils and ourselves to realize something of the sublimity and grandeur of devotion to Mary and will inspire greater reverence for and pride in the holy religion which is ours.

**Those Entertainments.**—Like the poor, they are always with us. Despite a strong theoretical tendency to do away with elaborate entertainments at the close of the school year, the fact remains that some sort of celebration is in many cases an absolute necessity. Many of our schools are hampered financially, and the June entertainment is about the only device suited for tiding over the community during the vacation. There is a bit of irony in the situation that faces many of us who, though vowed to poverty and the ignoring of filthy lucre, are nevertheless obliged to sacrifice time and energy in the often thankless task of preparing entertainments—chiefly for financial ends and aims.

Having thus accepted the fact of the entertainment, it will not help matters materially for us to regard the closing exercises as a species of necessary evil. At least, let us glide lightly over that word *evil* and prefer to regard the coming agony as a means of development for our children and for ourselves. Sometimes we make altogether too much fuss about the annoying features of the preparatory work. Instead of telling everybody how hard we are working, let us try to do the work in the spirit of play.

I am conscious that this advice, though theoretically excellent, has something of a hollow sound; but it embodies a very fine ideal, however, the realization of which, even in part, will help to make us happier and the entertainment not so bad. Indeed, as a contribution to our general life philosophy, the advice just given has some merits of its own. Making a pleasure of a necessity is the next best thing to making a virtue of a necessity.

**Materials.**—"Do you know of any good, snappy, educational little dramatic sketch that will run for a little less than an hour?" That is the question we fling at one another just about this time each year; and echo answers, "No, I don't—I wish I did." Plays adapted for younger children are rare birds indeed. We find something wrong with nearly all of them. At any rate, we have the greatest difficulty in getting material suited for our own particular needs. And what is otherwise desirable is usually so thoroughly worn out through constant repetition, that we are driven to the brink of despair. Little plays like "The Bell in the Forest" have been used and used and used. I sometimes feel sorry for that poor "Bell in the Forest." It has been ringing so long and so incessantly that the music has fled from its chimes. Most audiences about know it by heart.

But what are we going to do about it? The only thing is to invent material of our own. It requires ingenuity and perseverance rather than extraordinary ability. For instance, I know a teacher in the middle west who fitted up a delightful little entertainment called, "Some Women from Tennyson." She had her little girls arranged in an effective tableau, each distinctively costumed. Each girl represented a woman made famous by the English poet, and each recited a few characteristic lines. A bit of pantomime was added, a trill of incidental music sounded here and there, and the curtain fell on one of the most successful "good, snappy and educational" entertainments ever presented.

It is generally conceded that lengthy and elaborate programs are no longer in good taste. The three qualities sure to make for success at closing exercises are simplicity, variety and tone. "Tone" has a vague sound. By it I mean that intangible thing sometimes colloquially called "class." It means the absence of stilted gesture, hurly burly singing and slapstick comedy. It makes for enjoyment without rough-and-tumble farce and dignity without affectation.

From another point of view two other desirable qualities are noted. The first of these is humor. Every normal audience, like every normal human being, likes to laugh. The closing exercises will be none the less educational for possessing something in the comedy vein. The caution must, however, be given not to tolerate humor that is coarse and humor that is incessant. Too much of a good thing is not good.

The other desirable quality in school entertainments pertains to the religious element. At least one number on the program should be of a distinctively religious character. It is neither needful nor desirable that the closing exercises should consist altogether of devotional material, but the presentation of some number embodying the spirit of Catholicism is in supreme good taste in every Catholic school.

Compare The Journal with any other school magazine in the matter of practical helpfulness and variety of interest.

**A Prescription.**—We all find more or less frequently the boy or the girl—sometimes, alas, the class—that has no taste for study and “just hates” school. It is clearly a case of illness and demands a doctor and a trained nurse. Often, though, the following prescription, originally devised by Professor Hiram Hadley of Mesilla Park, will get at the seat of the trouble. The ingredients are to be prepared in the order named:

“Thorough knowledge of subjects taught.....	50%
Careful preparation for each recitation.....	10%
Interest and enthusiasm in the subject.....	10%
Sympathy with the pupil's difficulties.....	10%
Appreciation of pupil's efforts.....	10%
Kind, gentle, cheerful tones of voice.....	10%

Mix thoroughly.

“This disease is most successfully treated when the doctor instead of the patient takes the medicine, and the patient gets the effect of the medicine by pleasant association with the doctor. Therefore, it is recommended that the teacher take a large dose one hour before breakfast. Then, beginning with 9 a. m., take a dose each hour until 4 p. m. In very bad cases the teacher may take a dose one or two hours before retiring at night. Continue the treatment during the entire term, unless the pupil is cured sooner. If properly administered it rarely requires over thirty days to effect a cure. But, to prevent a return of the disease or other pupils' catching it, it is recommended that the teacher keep a supply of the medicine on hand and take a dose whenever any symptoms of the disease appear.”

**Talking Shop.**—While it is a praiseworthy thing from many points of view, to be so interested in our work that we want to fight our pedagogical battles o'er again during recreation and on every other possible occasion, we must remember what happens to the bow that is always bent. The teacher who reads, talks and sleeps classroom is not always the best teacher. We shall bring out the best that is in us only when our range of interest is large and our attitude toward life and our work is fresh and invigorating. Among other things, recreation means change. To teachers unwisely addicted to talking shop, we respectfully recommend Thomas a' Kempis, the great lakes, Browning's “Saul,” Abbe Klein and the status of the peanut crop, as potential themes of conversation. Bishop Spalding says that any subject, even dusty roads, may be made interesting. Try it.

“It is the Law.—If any teacher who glances over these paragraphs has not read Canon Sheehan's “Blindness of Dr. Gray,” let the book be taken up at once. And even to the vast host of the good canon's admirers I should suggest, “Read the story of Dr. Gray again.” That novel has a special message for educators. The rigid old priest found, ultimately, that the supreme law of life is the law of love, that sympathy and kindness are the sure guides when theologians bicker and lexicons fail to define. “I have never intentionally injured any one,” said a prominent educator, “because I have consistently tried to interpret the spirit of a rule rather than its letter.” The supreme authority has said: “The letter killeth, but the spirit giveth life.”

**On Keeping Up Energy.**—Every teacher has just about this time of the school year a conservation problem of her own. A great strain has been made upon her vitality for eight months, and nature is making a few mild complaints. Then comes the rush of the closing exercises and the preparation incidental thereto, and the teacher finds that her physical well-being is in at least remote danger.

Two courses, accordingly, lie open to the teacher. She may work along ruthlessly with the gleam of the dancing dervish in her eye; or she may make up her mind to do her work so quietly and smoothly and well that the process will be rather refreshing than otherwise. There can be no question as to which of these is the wiser way, but the former is unfortunately the more popular.

Indeed, there is in some quarters almost a glamor of romance about the teacher who breaks down. It is a sort of martyrdom, you know, and even when martyrs are reckless, not to say foolish, they seem entitled to their halos. The only disconcerting phase of the matter is that the teacher who breaks down has frequently if not always put precious little of the martyr in her make-up. I have

known more than one teacher who broke down through a sort of holy spite—just to be able, apparently, to whisper a resigned but deliciously vindictive, “I knew I'd get sick,” into the ears of an erstwhile unsympathetic superior.

Poor health is sometimes a misfortune, sometimes a disgrace and sometimes a visitation of providence; in any case it is not exactly a thing to boast about. In every case it is pretty rough on our pupils. A little attention to one's own conservation problem would serve to make things considerably pleasanter all around. The author of “The Imitation of Christ” judiciously remarks: “Few are improved by sickness.”

**A Little Sermon.**—On the general principle that it is well to pass along a good thing, we print here a bit of excellent advice given to California school teachers by Edward Hyatt, state superintendent of public instruction. Mr. Hyatt, by the way, is a broad-minded and conscientious official with a big bump of veneration for the parochial school system.

“Avoid, O teacher, the habit of sarcasm, the practice of making cutting remarks. 'Tis a fierce and double-edged weapon. It is dangerously attractive to keen minds that have lately gone through the competitive grinding and polishing of a great university. During four years in the intellectual arena, one can easily forget the slowness, the rawness, the inexperience of childhood. It is easy to flagellate green girls and gawky boys, to cast them with the professor's old gibes and with witty new ones of our own. It is not hard to criticise small failures and shortcomings in such a caustic way that they seem the most important things on earth.

“But don't do it. Large children are self-conscious and super-sensitive inside, however rough their exteriors may be. They are morbidly afraid of themselves, the prey of a thousand doubts and misgivings. They have absurd and exaggerated notions. The careless sarcasm sings deep. The laugh of ridicule makes a wound deep, and painful, though it be hidden with Spartan fortitude. What seems to us a jest may be to some youngster a poisoned dart whose sting remains for half a century. Steer clear of cruelty. Touch it lightly, this sarcasm. If the jest be not kindly, so clothed in sympathy and good humor that it cannot sting, then utter it not.”

**Maps With Literature Work.**—The Ginn's publish an expensive “Literary Map of England,” prepared by Professor Phelps of Yale. It would be a good idea to have a few of these maps handy to use in connection with the reading lesson and the English classics. The pupils will learn much from an occasional glance at them. Also, they can be made the basis of several fascinating and profitable indoor games should a shower spring up at recess time some fine morning. A boy who has learned to look up the birthplace of Dr. Johnson on the literary map will know more than the freshman, who, when asked where the Midland Counties were, replied that he guessed they ought to be somewhere about Ohio, Indiana and Illinois.

**A Hint on Letter-Writing.**—Much time is needlessly consumed in some classes in letter-writing. It would simplify matters considerably to bring the children to realize that, so far as learning how is concerned, a letter differs from any other form of composition only in address, heading and conclusion. Also it would be well for some teachers to take the same lesson to heart. In order to impress a class with the fact that they must not use a semi-colon after “Dear Sir,” why force them to write an entire letter? The writing of complete letters is a good exercise for occasional use, but the essentials of punctuation and arrangement peculiar to the letter form, can best be taught by dictation exercises, supplemented with blackboard work, on the heading, closing and address. In urging this bit of well meant advice, I feel absurdly like the eminent Chinese philosopher, referred to by Lamb in his succulent essay on “The Origin of Roast Pig.” This philosopher—quite the Locke of his day—assured his delighted countrymen that a pig may be roasted with safety and dispatch without the necessity of burning down an entire house to consummate the culinary operation.

Reports of diocesan, local or community teachers' meetings, with papers read at same, are always welcomed by the Editors of The Journal.



## Brief Messages From Catholic Educators

### VALUE OF DIOCESAN SUPERVISION.

The first great advantage of diocesan school supervision is the establishment of a standard and a uniform plan of studies. It seems to me that we cannot take the standard of non-Catholic schools as our own, because our scopes are widely different, our programmes differ, and the importance given to the several branches is not the same. If we were to consider the admission of our graduates into any other school without examination the highest type of perfection, we would misunderstand the *raison d'être* of our schools and reduce their usefulness greatly. On the other hand we must never lose sight of the fact that our children must enter into competition with those trained in other schools, and that consequently it is our duty to prepare them for this by teaching them those branches, the knowledge of which is necessary for success in competitive efforts. A uniform plan of studies, a uniform standard of perfection would seem to be much better adapted to bring about these results than the greatest efforts of any single school.

The second great advantage diocesan supervision yields is the standing it gives each school. The school is not alone any more, it is part of a great, well organized system; its usefulness cannot be measured by the size and equipment of the building; the pupils feel themselves the equals of all others; the parents love the school better, have more confidence in its efficiency, for they know that the work of the local teachers is directed and examined by capable officials to whom this work has been entrusted for the largest as well as the smallest school in the diocese.

Thirdly, diocesan supervision establishes a means of communication between the different schools of the diocese. Owing to existing circumstances, gatherings, in which all teachers of a diocese could participate are impossible, the only means therefore we have at the present time of bringing about an exchange of opinions, experiences and suggestions between all the teachers in a diocese is through the medium of diocesan school supervision. The better the teacher the more anxious he will be to receive new ideas, the poorer he is, the more he stands in need of help from others.

The fourth and last benefit to which I wish to draw your attention is the augmented authority diocesan supervision gives to the teacher: Pastor and teacher are no longer alone in the management of the local school, behind them stands the venerable figure of the Bishop who, through his school board, sanctions and ratifies the rules of the local superiors.

—Rt. Rev. Msgr. Kremer (La Crosse, Wis.).

### MAY DAYS IN THE SCHOOLS.

Like the pretty flowers of May, the little school children look their nicest and prettiest during the May days. Their bright, smiling faces, rosy cheeks and snowy hands are in keeping with the sunshine and flowers that crown the month of May. Each class has its little oratory of Mary, "Queen of May," and the little ones love to decorate it with lights and flowers in her honor. Hymns and prayers are said daily, and the gracious Queen of Heaven looks down on these dear children, and with St. Joseph prays God's choicest blessings for them.

Childhood is the springtime of life; how, then, should it be guarded and cared for that it bring forth a golden harvest. As the husbandman opens up the soil and sows the seed, and weeds and prunes it after it appears above the ground, so the religious teacher looks to the little ones around her, and instills into their young, fresh minds lessons of knowledge and piety, and as they grow care-

fully watches over them and removes any word or act that would be a blight on mind or heart, or render their soul displeasing to God. Our schools are in this respect all that could be desired, and happy are the little ones receiving this nice care and attention. Many little ones have come for the first time with the advent of the month of flowers and, like the May blossoms, give a freshness and fragrance to the bright days of the school.—"Pastor."

### THE PRINCIPAL AND THE SCHOOL.

The teachers, the pupils, the studies, the many details connected with the daily life of the school demand that there should be one responsible, guiding, directing authority. The entire time of the principal should be devoted to the work of supervision. The principal should assist, strengthen and develop the inexperienced teacher. He should be the soul of the school. He should know the pupils, their parents, their circumstances, and the local conditions surrounding the school. He should dominate the school. No teacher is independent; he or she is simply a part of the machinery which the local superior controls. In fine he should be made responsible for the work of the school. It is his duty to discover the best methods and to impart them to his teachers; for this purpose he should assemble them from time to time for an interchange of ideas. My observations of the year have led me to the conclusion that competent, conscientious principals are the mighty force that determines the character of every school, and that the possibilities for good within their power are invaluable in the work of Catholic education.—Rev. P. R. McDevitt (Philadelphia).

### CIVICS IN THE GRADES.

It is not expected that the science of government and political economy will be taught in the lower grades of our schools, although that is where they are most needed, for the vote of the grammar-school and primary-school "graduate" is as powerful as that of the college graduate, and such voters are far more numerous; but there are many features of social economy that can be taught in the lower schools, and the precepts of good government can be shown, and striking examples may be brought up to foster these precepts in children's minds. When the future voter is taught that the ballot is a trust placed in his hands by the community, and for the good of the community, he is not so likely to become an automaton in voting.

The child is too seldom taught that the way in which he does his little tasks is really making his character. Mere smartness, and greedy activity is too often confounded with ability—and unfortunately it too often leads to worldly success. The relations and duty of the child (and man) to society, the town, the state, the country, and to mankind should be taught as living subjects and not as mere lessons to be learned; and the place to begin it is right in the schoolroom, in the relations with fellow-pupils and teachers and the community in which they live. If these matters are properly taught, even those who leave school in the years of childhood will carry with them into life a spirit of thoughtfulness for others that will be a guide in making the decisions that must be made by all citizens and voters. A feeling of the duty to society and the state can be and must be impressed upon the minds of the school children.—"E. H. M."

### KEEPING ALIVE PROFESSIONALLY.

What would we think of a physician who, after receiving a diploma, would practice year after year without reading any of the numerous publications designed to



keep medical men posted on the discoveries and experiences of their brethren—the particulars as to methods found unusually successful in the treatment of various diseases? Would we want to employ such a doctor? Most certainly not. We want no experimenting in our own case. We prefer to profit by the experiences of others, and have our case tried according to the best information obtainable. So it is with pupils and teachers. The teacher who is on the lookout to profit by the advice of those who have given much time and thought to particular points or problems of teaching, is saving herself and her pupils. As a matter of fact, there are probably no physicians of any account who get along without five or six professional periodicals. Occasionally, however, one meets or hears of a teacher who is indifferent to the use of a "school paper," and who asserts that she has no time to read one. It is the teacher who thinks she has no time to read a professional periodical, who most needs it. For how can a well-managed class make such requirements on a teacher's time, after school hours, as to deny her even an hour or two for self-improvement? It is pretty certain that where such assertion is made, there is an absence of proper methods and a waste of time in dispatching class work. The records are filled with successful teachers of large classes who have found time to write books, as well as to read them. To repeat, the teacher who says she hasn't time to read a professional publication is the very one who most needs to post up on the methods of others.

—New York Teacher.

### SOME THOUGHTS ON TEACHING.

By "A Catholic Teacher."

Engaged in teaching—always teaching—surrounded by a teaching fraternity—witnessing failures—scanning successes, real as well as apparent—accounted eminently successful as a teacher—over and over, I have been asked to write an article on "The Road to Success in Teaching," to state what means must be employed in order that the aspirant to the art of intellectual disentanglements be laurel crowned. O teaching, teaching! The very word awakens in my mind recollections and scenes too sacred to pen, too entrancingly fascinating to allow the shades of oblivion to hide or even to obscure. For what more sacred trust is there, than to sow, to foster the seed of intellectual culture in the very images and likenesses of our Maker? Would to God that we had a thorough appreciation of the work. Far be it from me to write a line for the flippant, heartless actors or actresses who, for so much a month, are employed to inculcate printed principles.

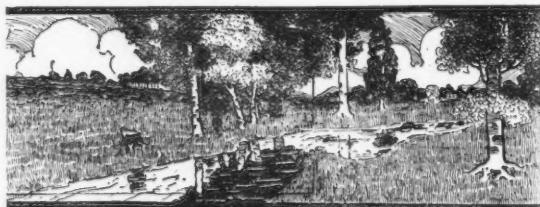
Recently I have been afforded a smile, by a musical artist who asserted that a musician, no less than a poet, is born. Instinctively, though alone in my room, I raised my hand and called, "Wait—I add another profession to the list; a teacher, no less than a poet or a musician, must be born." Then the smile broadened as, in the distance, in fact, all along the road to success, similar exclamations arose; for who, that has not his soul in his work, will achieve, in all the annals of posterity, celebrity, which entitles him to a niche over which the word "Fame" has been inscribed by thinkers who faced the trouble to examine into his merits, the valuing of which may throw lustre over their own achievements.

Teachers, love your work, love your pupils; that is, be able to separate the child proper, the body animated by a breath of the Almighty, from the sin-bedraggled specimen before you. It was not for the perfect that God the Son assumed our nature; and, teachers, God grant that, as we set foot on the Vast Unknown, our Exemplar may cast on us an approving smile, in that we have taught for Him, that we helped His fettered lambs out of precarious situations, and, in order to be within hailing distance, should danger threaten, to have made a show of frolic with adventurous spirits that pressed outside the fold in quest of what might satisfy their cravings—that we have hungered to be of service to the very lowest, to the most God-forsaken—that we have naught save kindness and forbearance for the erring, the downtrodden. Be assured that, could we pierce the bold front of the bravado, and could he see in us, not a censor, but a friend, we would find that haughty, defiant nature, gentle as a lamb, most tractable, and even with grateful, earnest tears, ready to follow where the friend leads.

Be not forever on the alert for faults; they are there

—we all have them. Then, distinguish between faults which hurt the offender only, and those which are a direct attack upon the neighbor. These have a greater guilt; those merit sincerest sympathy. Never on any account neglect a child's lesson by way of punishment—a child's time is sufficiently limited. Love the wayward one, the one that requires the strenuous use of a good bit and two reins to hold him to the middle course. Poor fellow, how I love the noble, fractious creature. How complacently the Good Shepherd must smile on the poor chiselled face, knowing that the spirit, Christ-infused, is on the point of liberation. Will not the teacher who had the courage to hold the reins and speak caressingly, encouragingly receive his reward? Ah, yes, his will be a crown of exceeding value.

But there is another class of individuals who, at least, arrest our attention though with difficulty we repress a sympathetic, if scorn-commingled sneer at the unfortunate who, from earliest years, has been fed with the belief that his or her faults are few, if any. Even in the schoolroom we find them mounting the pedestal, and, as if impressed with a sense of their own righteousness, they turn, with an air as chill as a November blast, a half-averted glance toward their mettlesome companions. So apparent is this subterfuge that, with a slight stretch of our imagination, we read on a scroll encircling the image: "At any cost, I must seem perfect." Beware of pandering to such a nature. None received sterner rebuke from the gentle Saviour than did hypocrites. "Woe to you Scribes and Pharisees—hypocrites." "Hold not your garments aside lest by contact you become contaminated." A teacher should be made of sterner stuff. There is no perfection without charity and charity is love and love is active—embraces all. Where discrimination begins, charity ends. Teach all, wish well to all, hold back the child who shows a disposition to ride over others—undervalue the forced graces of the hypocrite, discountenance his artful insinuations, teach him uprightness, honor and genuine love for his fellows, and if perchance you show a special preference for any, let it be for the poor child whose associations are demoralizing, whose passions are most difficult to govern. In fine, as a kind and loving mother will assiduously guard all her children but will, with especial zeal, screen the weakling from every blast of adversity, so should you, zealous teacher, guard your pupils. Have an especial love for each one, correct, chastise strenuously, it may be—never make a confidant of one child, respecting the shortcomings of his neighbor—never speak disparagingly of pupils to any one; should you realize that faults are mountain high, well, correct them, but let the child feel that you view his errors with a sympathetic, kindly eye, that he can turn to you with unswerving trust when all others fail him, and that he may, without fear of disclosure, confide to you his shortcomings or the difficulties which beset his path. Be honorable, inculcate honor. Ours is an arduous, but a noble calling.



THE JOY OF SPRING.

There is a feeling in the air  
Of joy ineffable and rare;  
Of life divine, of new-born day,  
And all the world seems bright and gay.

From snow-crowned hills, across the plains,  
The brooks, no longer bound with chains  
Of ice, are singing blithe and free,  
As on they flow to kiss the sea.

The sun is shining warm and bright,  
And all the trees that erst were white,  
Now hear blue birds and robins sing,  
And Nature smiles, for it is Spring.

Oh heart! let Spring and sunshine in,  
Break from the icy chains of sin;  
Begin anew, and rise again  
To nobler effort—higher plane!

—Henry Coyle.



# Christian Doctrine and Religious Instruction

## CHURCH CALENDAR FOR MAY, 1911.

- 1 M Philip and James, Ap. Walburga.  
 2 T Athanasius, B. D. Vindemial, B.  
 3 W Finding of the h. Cross. Alexander.  
 4 T Monica, W. Antonia. Florian.  
 5 F Pius V, P. Angelus, M. Nicetus.  
 6 S John before the Latin Gate. Benedicta.  
 7 S **Third Sunday after Easter. G. In a Little While,**  
**John 16.** Patronage of St. Jos. Stanislaus, B.  
 8 M Apparition of Michael, Arch. Wiro.  
 9 T Gregory of Nazianzen, D. Hermas.  
 10 W Antoninus. Gordian. Epimach, M.  
 11 T Francis de Hieronymo. Florentius.  
 12 F Nereus and Achilleus. Domitilla.  
 12 S Peter Regalati. Servatius. Lucius.  
 14 S **Fourth Sunday after Easter. G. Christ Goeth to**  
**the Father, John 16.** Boniface. Corona. Jus-  
 tina. Pachom.  
 15 M John Baptist d. I. S. Isidore. Dymrna.  
 16 T John Nepomucene. Unbald. Brendan.  
 17 W Paschal Baylon. Bruno. Aquilinus.  
 18 T Venantius. Eric. Alexandra. Claudia.  
 19 F Peter Celestine. Dunstan. Ives.  
 20 S Benardin of Siena. Basilla. Aquila.  
 21 S **Fifth Sunday after Easter. G. Ask in My Name,**  
**John 16.** Felix of Cantalicio. Godric. Valens.  
 22 M Rogation Day. Julia, V. M. Rita.  
 23 T " John B. de Rossi. Mich. de S.  
 24 W " " Mary Help of Christians.  
 25 T **Ascension of Our Lord.** Urbanus.  
 26 F Philip Ner. Eleutherius. Zachary.  
 27 S Bede the Ven. John. P. M. Maden.  
 28 S **Sixth Sunday after Easter. When the Paraclete**  
**Come, John 15.** Augustine, B. Podius. Ger-  
 manus.  
 29 M Mary Magdalen of Paz. Theodosia.  
 30 T Ferdinand. Emmelia. Felix. Gabin.  
 31 W Angela. Petronilla. Crescentian.

## METHOD OF TEACHING A PRACTICAL DEVOTION TO THE BLESSED VIRGIN. (Appropriate Instructions for Month of May.)

By Rev. Edmund Hill, C. P.

The child mind is peculiarly susceptible of this devo-  
 tion. It learns the sweet names of Jesus and Mary to-  
 gether, and the "Hail Mary" along with the "Our Father."

1. First, then the teacher should implant in the child-  
 mind a great love and reverence for the title "Mother of  
 God." Let the child be drawn to look upon the Mystery  
 of the Incarnation as the fountain-head of the Catholic  
 religion. Let it be taught very carefully:

(a) That the Second Person of the Adorable Trinity  
 became the Son of His own creature; that the Son of the  
 Eternal Father is equally the Son of the Blessed Virgin  
 Mary, now that He is Man.

(b) That this is what we mean when we call Mary  
 "Mother of God"; that she is as truly the Mother of the  
 Eternal Son as the First Person of the Trinity is His  
 Father.

2. Next, let the teacher impress upon the child-mind  
 that the Blessed Virgin is **our** Mother too.

(a) That Jesus Himself gave her to us as our Mother.

(b) That we have the full right to call her our  
 Mother, and the privilege to love her as such.

(c) That, being our Mother, she in turn loves us **us**;  
 and with a greater and more tender love than that of any  
 earthly mother; and is personally interested in the salva-  
 tion of each one of us.

(d) That we need such a Mother as our Advocate  
 with Jesus; because Jesus is not only our Savior but our  
 Judge. How often, after offending Him, we deserve to  
 remain unforgiven; but Mary can always secure His par-  
 don for us.



3. Thirdly, let the child be taught to go to Jesus  
 through Mary. He came to us through Mary; and we  
 can find no better or safer way of going to Him than  
 through Her.

(a) When we pray to Him, we should always say  
 first, "With Thee and through Thee, dearest Mother,  
 let me come to Jesus now and always, that He may re-  
 ceive me graciously." This is particularly to be said when  
 we visit our Lord in the Blessed Sacrament.

(b) So, again, when we hear Mass, let us place our-  
 selves at Our Blessed Lady's side, as she stood by the  
 Cross while her Divine Son hung and died upon it.

(c) And when we are preparing for the Sacrament of  
 Penance, let us be sure to ask her protection and help that  
 we make a worldly confession and not fail to obtain God's  
 forgiveness.

(d) Once again, when approaching Holy Communion,  
 what can we do better than to ask our dearest Mother to  
 lend us her Heart to receive Jesus with? Let us offer to  
 Our Lord His sinless Mother's heart with all its perfect  
 love and dispositions at the moment when she became  
 His Mother and all **her** Communion. Jesus told Sister

St. Peter, the Carmelite, to do this very thing as a preparation for Communion.

4. Fourthly, there are certain little prayers—"aspirations" or "ejaculations," as they are called—which a child can easily learn. Here are two:

"Sweet Heart of Mary, be my salvation!"

"Immaculate Heart of Mary, be my refuge!"

Quite distinct; and each indulgenced 300 days.

The first can be said at all times, as when we hear the clock strike; the second is particularly useful in moments of temptation or of danger, or after falling into sin.

"Mary, Mother of Mercy, pray for me!" is another, which goes very well with "My Jesus, Mercy!"

5. Lastly, a child will readily understand the practice of giving to our Heavenly Mother, and through her to Jesus.

In making our "morning offering" in the beautiful "Apostleship of Prayer," we say, "O, Jesus, I offer Thee through the Immaculate Heart of Mary, all my prayers, work and sufferings of this day," etc.

Children should, of course, be taught this most excellent devotion to the Sacred Heart; and it is easy to show them that to give everything to Mary is the most perfect way of giving it to Jesus, since He must ever welcome what He receives through Her. And here is a lovely prayer, soon learned, which follows the "morning offering" very aptly.

"Heart of Mary, Heart of my Mother, I unite with thy purity, thy sanctity, thy zeal, thy love, all my thoughts, words, actions, and offerings this day; that there may be nothing in me which not became through thee, a pleasure to Jesus and a gain to souls."

#### THE APOSTLES AND EVANGELISTS.

Every Catholic school graduate should know the Symbols of the Apostles and Evangelists, as seen in church decorations and elsewhere. These have their origin in some circumstance of the life or death of the bearer. Among those emblematic of the Apostles and Evangelists, the following are most frequently used:

St. Peter—Crossed keys, one gold and one of silver, symbolizing his primacy (St. Math. 16:22); also the cock, because of his denial of our Lord (St. Luke 22). St. Andrew—A transverse of X-shaped cross, called by his name. St. James the Great—Pilgrim's staff and water-bottle; also the shell, emblematic of pilgrimage and baptism. St. John—A chalice with serpent issuing from it; the eagle is his symbol as an Evangelist. St. Thomas—The square or carpenter's rule; also a lance, because of the manner of his death. St. James the Less—A fuller's club, the instrument of his death. St. Philip—A column—he died suspended from one; sometimes he also bears a staff with a small cross surmounting it. St. Bartholomew—A large knife, the instrument of his martyrdom. St. Matthew—A short sword; also a money-bag, the sign is the figure of a man. St. Simon Zelotes—A saw, the instrument of his martyrdom. St. Jude (Thaddeus)—A knotted club; also a halberd. St. Matthias—A lance; sometimes a battle-ax. Judas—A purse. St. Mark's sign is the figure of a lion. St. Luke's sign is that of an ox.

#### MEMORY AND RELIGIOUS INSTRUCTIONS.

Yes; it is quite true that religious truths and practices must be "committed to memory." But to what memory? Not solely to the physical memory, as is often done; nor even to the intellectual memory alone; but to the conscience-memory, imagination-memory, will-memory, action-memory (or habit of action). That is to say the understanding, determination, conscience, religious sense, and mechanism of action must be so stored with impressions, that each will recall these impressions and repeat the actions when stimulus is applied.

The fact of "committing anything to memory," in the ordinary sense of the word—i. e., learning words by rote or even fixing ideas in the mind—is no guarantee as to the subsequent stages of religious education. Indeed, so much time and labor have to be expended on the first stage of religious education—the learning of words—that conscientious teachers complain that they are compelled by the laws concerning religious education (!) to pass over the religious formation of character in their pupils.

The systems of religious education as practised in many places are hopelessly antiquated. Indeed, they belong rather to the fifteenth than to the twentieth century. They are grounded on a false psychological principle; they are not accommodated to the nature of the child-mind; they have not advanced equally with secular education. Many teachers are still giving stones instead of bread—that is, sense-impressions instead of conscience-impressions and will-impressions; words instead of ideas.—Bishop Bellord.

#### CHILD SAINTS.

St. Peter of Verona was an eloquent preacher at 15. St. Catherine of Vienna was a zealous tertiary at the same age. St. Paschal Baylon converted the herdsmen of Arragon when he was but a lad in his teens. St. Aloysius was a saintly child before he was 9 years old. When a boy at school St. Dominic sold books to feed the poor during a famine then raging, and he offered himself a ransom for a slave when he was but 15. St. Louis, of Brignolles, nephew of King Louis, was devoted to the glorification of God and the mortification of self at an early age. It is recorded of this child that he would steal out of his royal bed and sleep upon the floor in memory of the King who had not where to lay his head.

So saintly was the childhood of St. Charles Borromeo that his singular virtues caused his elevation to the cardinalate at the age of 22. St. Stanislaus Kostka was but 17 when he died, after a life, which, though but short, had its every minute devoted to God. St. Lawrence O'Toole was a model of virtue at the age of 14, and became abbot before he was 25. St. John, the beloved disciple, was only a boy when our Lord called to him to follow Him. St. Louis, the Crusader, king of France, was but 12 years when he ascended the throne and voluntarily vowed to

St. Agnes, St. Cyril and hosts of other child martyrs gave up their lives for the holy faith. These young saints needed not the maturity of years to teach them the better way.

The sanctity and genius, though often revealed at an early age, are occasionally of slow development. Some do not know themselves until the world has tried them. St. Francis Xavier, St. Augustine, St. Ignatius, St. Apollonius were among those who found the heavenly path amid the tangled ways of earth.

Each one's life is his own to do with as he will. The qualities of heart and mind which God has given him must be used for God and man—the earlier the better, for we are not all set right when we make mistakes at first. Early virtue and early knowledge are sure to bring early re-

#### PARTICULAR PATRONS.

St. Joseph, Spouse of the Blessed Virgin Mary, is the Patron of the Universal church.

St. Pancras is the Patron of Childhood.

St. Aloysius is the Patron of Youth, Purity and Students.

St. Agnes is the Patron of Maidens.

St. Monica is the Patron of Matrons.

St. Maxima is the Patron of Virgins and Wives.

St. Sebastian is the Patron of Soldiers.

St. Hubert is the Patron of Hunters.

St. Vincent de Paul is the Patron of Charity.

St. Camillus of Lellis is the Patron of Hospitals.

St. Thomas Aquinas is the Patron of Schools.

St. Stabine is invoked against gout and rheumatism.

St. Apollonia is invoked against toothache.

St. Benedict Joseph Labre is invoked against lightning.

St. Roch is invoked against contagious diseases.

St. Barbara is invoked for the last Sacraments.

St. Blase prevents and cures sore throats.

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## Discipline In The School

By Sister Liguoria, Sisters of Charity (Ohio).

The word discipline is derived from disciple, which means literally a learner, while teaching and training mean the process by which the teacher transfuses herself into her disciple.

Discipline is a word of wide significance, of deep import, it is the influence of the character of the teacher on the pupil, it presupposes on the part of the instructor the aim and effort to mold the pupil.

It implies honest self-assertiveness in the teacher, humble docility in the pupil.

There is no teaching without self-assertiveness, there is no learning without docility.

These are truths and they point to the necessity of discipline, without which school cannot exist.

In all the rules and methods of discipline employed, the main object must be kept in view, namely: to train pupils to form right habits, and this training should begin in the primary grades.

If children are allowed to start their school life in a disorderly manner, the habit will follow them throughout their entire lives.

In this precocious age mothers say they have to discipline their babes while yet in the cradle, then, children of school age, six and seven, should be trained in fundamental principles of discipline from the very start.

They are not too tender to begin character formation by practicing self-restraint and endurance, the foundation stones of character.

Child nature must be taught to overcome restlessness by a judicious change of task and brief moments of respite. It is a great mistake on the part of unduly indulgent teachers to permit the little ones to talk aloud, when inclination prompts them; this disorderly habit will grow stronger as they advance in the grades, thus adding to the difficulty of teaching. Firmness, vigilance and uniformity in dealing with children are of first importance.

Form the fewest possible rules, made operative without friction and enforce them faithfully. It is inexcusable to permit offences to go unpunished, when children clearly understand what is expected of them. Now, for instance, a rule is made forbidding the throwing of stones, missiles, etc.; yesterday a child was found violating this rule simply to try his strength, no harm having been done, the act was lightly passed over, perhaps no punishment was administered; today, following the example of his companion of yesterday, a boy not so correct in his aim, throws a stone and accidentally hits some one. Immediately the unfortunate child is punished on the grounds that throwing stones, etc., is forbidden. But what about the first offence which led to the second? The principle, that no law can be enforced unless it is backed by public sentiment, applies in a certain sense to the school, but it does not mean that the teacher is first to learn what the sentiment of the school is, and legislate accordingly. It is her business to develop and educate sentiment in behalf of her just rules. Hence, her privilege of framing a code of written laws for teacher and pupil.

The following rules are recommended for teachers:  
Present each lesson to the class so as to awaken and sustain interest.

Ask appropriate and profitable questions.

Call on pupils promiscuously without repeating questions. Refrain from scolding and give praise generously but justly.

Remember: "The love of praise howe'er concealed by art,

Reigns more or less and glows in every heart."

To the pupils the teacher says: Strict silence, Close attention, Quiet application, Fidelity to all tasks.

These respective codes will form a bond of fidelity between teacher and pupils.

Discipline must be in the atmosphere in which the teacher involves herself, then the pupil will breathe the same air; it is like the subtle medium through which light and heat are transmitted to the earth.

How much the personal element or personal magnetism has to do with discipline may be easily seen; if literary style is the writer, school discipline is the teacher. If a teacher wishes to establish discipline, she must rise higher than her written code; and should aspire to perfect personality, fixing her eyes on the Mother of fair Love, Knowledge, she must long ardently and continuously to be like that shining, perfect model of human personality.

To every successful teacher, child nature must be an open book; she should know her subject, and in every way adapt it to the pupil.

It is the experience of every disciplinarian that attention is secured by favorable conditions in the classroom, comfortable desks, seats, freedom from interruptions and distracting influences.

Teachers should never resort to violent means to secure attention, the tap of a sweet toned gong will readily attract the ear, then a pleasant but positive facial expression will center the child's eye upon the teacher.

As nearness to God puts the religious instructor in the right attitude with the child, it gives supernatural love which inspires the best method for winning attention.

What the mind is to the body, a good teacher is to the school; she will find or devise methods and employ them with discernment, dealing with each pupil as an individual. Her very presence commands attention, solicits interest and suggests thought. She is alive and awakens life, and her pupils will as gladly follow her to a classroom of difficult tasks as to the flowery banks of a limpid stream.

The main object of discipline is to secure attention, and once it is obtained, hold it by keeping it centered on the object—which will lead to success, and nothing will stimulate effort like success.

This may be noticed even in the kindergarten, when the child with its blocks begins to frame something into shape, its ambition will become aroused and its attention can scarcely be diverted.

If the teacher succeeds in forming habits of attention, discipline will follow, then school efforts will be crowned with success.

In school the world over, pupils who have led their class, were remarkable for discipline and attention.

Newton assures us that he succeeded in discovering gravitation because he gave exclusive attention to the subject.

Dickens tells us he owes his success to his patient, toiling attention. Napoleon ascribes all his great victories to good discipline and attention.

So it is through harmonious discipline that great ends are reached; compulsory attention does not educate; we may force a pupil to open his book and turn his eyes on the contents; unless his attention is secured, nothing is gained.

The Lacedemonian youth were strongly disciplined in great respect and reverence for teachers; they even received their reproofs with docility and submission. If such reverence was called for by pagan education, with much greater reason should Christian pupils respect their teachers, who are the light to their mind and guide to their steps.

Good discipline will take into account the difficulty child nature feels in reaching the Christian standard. It



will temper its inexorable demands with patience, tenderness and hopefulness. It expects to meet the same resistance it has ever met in the endeavors to repress bad nature, and to elicit the good.

Teacher should take such a position before the class as will command the eye of every pupil, and then direct by voice or signal, and pupils must be habituated to obey the first signal.

Harsh tones are unnecessary and improper; disapprobation may be uttered in a tone of decision without the use of any severity that would imply resentment, anger or antipathy on the part of the teacher. Deal out sympathy to the child which will win the way to the youthful heart, and bend the will through the affection; a different course will antagonize him and prevent all real submission, securing only a temporary semblance of obedience.

While the Christian teacher is to lay the foundation of character building, by inculcating principles of self-restraint and self-denial, yet she must use great discrimination in granting a necessary privilege and denying an imaginary need; for instance, a child suffering thirst asks for a drink of water, and the favor is denied him, he feels a sense of outrage that impairs his respect for the teacher.

A judicious sympathy for children will prevent this, and establish the best foundation for discipline and instruction.

"As the teacher, so will the school be," has been exemplified in many cases.

"Time for everything, and everything at its proper time." A great factor in good discipline is the discretion of the teacher, which should prompt her to seat her pupils according to their respective dispositions, never placing near each other restless, nervous, troublesome natures. "Tis better to make a harmonious blending of unlike propensities."

Along the line of discipline, let us bear in mind, that a good teacher rules by influence, rather than coercive restriction. The habit of constantly impressing and enforcing orders by use of reproving words, is a sure way to fail in obtaining respect for either rule or teacher. Make no rule that cannot be observed.

It may be asked how can a teacher cast off the natural likes or dislikes called forth by the disposition of children.

While it is impossible to divest one's self of the natural impressions which attractive qualities in the child, or their contrary inspire, the religious teacher must not act upon such impressions. Remember. "The prickly thorn oft bears the softest rose."

To win the mastery is only one half the purpose of discipline, to develop the intellect lying dormant in the pupil and to guide the will, is the other and by far the better half.

It should foster his idealism, correcting considerably where it runs into dangerous extravagances; it should forearm him against any lowering of his standard; against allowing the Vision Splendid to pass into the light of common day. It should help him to think on whatever things are true, moral, just, holy, lovely and of good fame.

It should keep him advised as to his origin, his mission, his destiny, of the companionship of Angels and Saints to which he should aspire. Such discipline will be like the hand of God over the child, like the grace of God in his soul.

The very school where such discipline is the atmosphere, will ever be held in affectionate remembrance as a sanctuary of God's vast world. Its influence a guide through life—a light reaching to the portals of Eternity.

### Knowledge Is Power

(Dialog Concluded From April Number)

(32).—I think power is in the possession of great ideas. Channing says that a man of immense information may, through want of large and comprehensive ideas, be far inferior in intellectual force to a laborer, who with little knowledge, has yet seized upon certain great truths. A great and powerful mind is formed, not by infinity of loose details, but by a few great ideas.

(33).—I agree with you. There are certain very learned

men who are poor in intellectual power, because they have no grand ideas.

As for us girls, we shall do well to acquire knowledge, for, in spite of all arguments to the contrary, it is a great power, and, in our day, carries more force than ever before in the world's history. Knowledge must be used, however, in conjunction with great ideas, if we wish to attain success or bring about any noble result.

(34).—You are right. What avails a man's study of the histories of Greece and Rome if the ideas of freedom and nobility, of energy and valor are not kindled as living fires illuminating his mind, and animating his will?

(35).—I believe in ideas, whether great or small, but I have noticed that a small idea goes a long, long way, and accomplishes a vast deal of good, while a grand idea is struggling against difficulties.

Grand ideas having once left the brain of their lofty originators, are liable to get stuck in the thick skulls of ordinary mortals and never reach the point of usefulness.

(36).—Don't be frivolous. True knowledge, the knowledge that comes from education and experience, and is based on religion is the greatest power in the world. In fact, it is the only worthy power. The nearer we approach the zenith, in the sphere of knowledge, the wider grows our horizon, and the more fully we realize that the glory of an individual, of a people, of an age, does not consist entirely in the amount of knowledge acquired but chiefly in the broad and noble principles of which that knowledge may be the foundation and the inspiration.

Certainly we have done well to acquire knowledge, for rightly used, it is a mighty power in the world, but a greater power is that of lofty ideas ruling by their nature, over all knowledge—intrinsically glorious, all-quickening, all-comprehending and eternal.

### Decision—Close of Conversation.

It requires a noble character and fine abilities to balance a grand idea. This proves to me that neither knowledge nor great ideas constitute true power; without force of character one's grand ideas may do harm, rather than good in the world. Many a good man has been undone by originating a great, a noble idea that he was not able to carry out because of some lack in morals or in character.

Of little value was Lesseps' idea of the Suez Canal until he had acquired knowledge of the difficulties and of the means of meeting them. Ideas create a necessity for knowledge, but neither his knowledge or his ideas made him successful at Panama. All are acquainted with the difficulties that arose when Morse and Alfred Vail endeavored to carry out their great idea of telegraphic communication. Repeated failures resulted from want of thorough knowledge, but even when full knowledge was acquired, success would not have followed had not force of character sustained them. Perhaps, now that the discussion is over some one would like to object that my examples are of the workings of a practical idea, and that the young lady who was so eloquent on the subject, referred principally to those grand thoughts which men present to us in their orations and their books. Alas! we know where some of their so-called grand thoughts have led them and their followers! Men who call God the great Unknowable, and men who will not believe in a God at all, are phases of the effect great ideas have on minds which, though highly educated, have not true knowledge.

You have left the decision to me. I am emphatically for the affirmative. Knowledge is power, for good or for evil, but those who wish to diminish evil and increase good in the world must induce society to seek true knowledge, the knowledge that is founded on a Christian education.

### VOCATIONS TO THE PRIESTHOOD.

In the dearth of priestly vocations in many dioceses, every pastor of souls even in the smallest parishes ought to look upon it as a duty and an honor to prepare at least ne pupil for the sanctuary. The love of souls and a high opinion of the priestly character will overcome all obstacles in this noble task. But quality, and not quantity ought to be kept in the forefront, quality composed of profound virtue, serious piety, and genuine talent. It is not necessary that those chosen should be intellectually brilliant, but it is indispensable that they display a love of study, joined to docility, humility and energy. And their teachers must be gentle, self-sacrificing, and devoted, in order to produce the best results in the spiritual no less than in the scientific order.—Cardinal Vives.



## Number and Arithmetic.

### CHANGING FRACTIONS TO EQUIVALENT FRACTIONS HAVING A COMMON DENOMINATOR.

By Supt. Alexander Chaplain (Maryland).

It is evident that the new denominator must be a multiple of each present denominator, the smallest multiple is the best. Take the fractions  $7/15$ ,  $3/10$ ,  $4/21$ , and  $5/14$ , for example. Find the least common multiple of the denominators, as here given:

$$L. C. M. = 3 \times 5 \times 2 \times 7 = 210.$$

$$7/15 = 98/210$$

$$3/10 = 63/210$$

$$4/21 = 40/210$$

$$5/14 = 75/210$$

Do not "divide this denominator by each of the old denominators." Notice that you put the factors 2 and 7 with the factors of the first denominator to make the common denominator; put these factors with the numerator, 7, and you have  $98/210$  for the first fraction. Proceed in the same way with each of the other fractions, and you have the results given above.

#### Additions of Fractions and Mixed Numbers.

This can be illustrated with objects, and with young learners it should be so illustrated. The pupil learned long ago that he can add like units only. Of course, he can change all the given numbers for equivalent fractions having a common denominator; but generally he can do better than this. For example, add  $10 \frac{2}{9}$ ,  $14 \frac{1}{15}$  and  $16 \frac{7}{30}$ . Take  $2/30$  from  $7/30$ , and put them with  $14 \frac{1}{15}$ , thus making a unit. The remaining  $5/30 = 1/6$ ; add  $1/6$  and  $2/9$ , making  $7/18$ . The total result is  $10 \frac{7}{18} + 1 + 16 = 27 \frac{7}{18}$ .

Again, add  $7 \frac{3}{4}$ ,  $13 \frac{1}{2}$ ,  $15 \frac{1}{8}$ . Put two of the 7 eights with  $7 \frac{3}{4}$ , making 8. Change the remaining  $5/8$  to  $1 \frac{1}{4}$ ; and take 4 of  $1 \frac{1}{4}$  and put them with  $13 \frac{1}{2}$ , making 14. We now have  $8 + 14 + 15 \frac{1}{4} = 37 \frac{1}{4}$ .

Almost every example in addition will allow of something like this being done.

In subtraction of fractions, the same principle holds as in addition—viz: the numbers must be alike. But something better can be done than to change at once to a common denominator. For example, take  $6 \frac{3}{8}$  from 18. Take 7 from 18 and return the excess of  $5/8$ ; the result is  $11 \frac{5}{8}$ . Or, proceed as in simple subtraction, take one of the 8 units and change it to the next lower denomination, that is to  $8/8$ . Now subtract the  $3/8$ , and then take 6 from 17. (But I prefer taking 7 from 18.) Cause the pupil to see that this is precisely the same principle as what he has done so many times before.

Multiplication of fractions should offer no difficulty. If I multiply  $\frac{1}{2}$  by 6, I shall have 6 times  $\frac{1}{2}$  of the same kind as the multiplicand, that is, 6 times  $\frac{1}{2}$  or  $30/12$ . But here I can find 6 times the multiplicand by dividing the denominator, which should always be done when it is possible, the result is  $\frac{1}{2}$ , the same as before. The pupil should be taught also to do part of his work in this way when he can, even if he cannot do the whole; for instance, 8 times  $\frac{1}{2}$  is 2 times 4 times  $\frac{1}{2}$ , or 2 times  $5/3$ ,  $10/3 = 3 \frac{2}{3}$ .

There is little trouble in multiplying by a fraction when we see clearly what it means. For example, multiply 8 by  $\frac{2}{5}$ , that is, take  $\frac{2}{5}$  8 times. We find 2 times  $\frac{1}{5}$  of 8, or  $16/5 = 3 \frac{1}{5}$ . If the multiplicand is a fraction the work is just the same.

For example, multiply  $9/11$  by  $\frac{5}{6}$ , that is, take 5 times  $\frac{1}{6}$  of  $9/11$ . Express the work thus:

$$9/11 \times \frac{5}{6} = 3 \times 3/11 \times 5/2 \times 3 = 15/22$$

The result is a simple fraction with its terms partly factored. Cast out the common factor and reduce the terms. The pupil will probably discover that in this way he "multiplies the numerators together for a new numerator, and the denominators for a new denominator."

Were the factors decimals, the same process is gone through essentially.

Example: Multiply 2.5 by 2.5; that is, take 25 tenths of 25 tenths.

One tenth of 2.5 is found by moving the figures one

place to the right, giving .25; we find 25 times .25, giving 6.25, or  $6 \frac{1}{4}$ .

Division has two meanings. If it means to find how many times the divisor is contained in the dividend, then divisor and dividend must be made of the same kind. For example: How many times  $2/7$  of an orange in  $6 \frac{1}{2}$  oranges? Or, how many times  $4/14$  of an orange is  $91/14$  of an orange? Of course, we divide 91 by 4 without regard to the denominators.

If division means to find a certain part of the dividend, then we may proceed directly, as soon as we see clearly what is to be done.

For example,  $6 \frac{1}{2}$  divided by  $2/7$ . This means 7 times  $\frac{1}{2}$  of  $6 \frac{1}{2}$ , or  $\frac{1}{2}$  of 7 times  $6 \frac{1}{2}$ , as in the following:

$$\begin{array}{r} 13 \times 7 \quad 91 \\ \hline 2 \times 2 \quad 4 \\ \hline \phantom{13 \times 7} = 22 \frac{3}{4} \end{array}$$

We may say that we divide  $13 \frac{1}{2}$  by 2, then multiply the quotient by 7, because we used a divisor 7 times as large as we ought. If the pupil discovers that he has "inverted his divisor and proceeded as in multiplication," give him the benefit of his discovery. The same reasoning will apply in division of decimals.

$$\begin{array}{r} \text{Example: Divide } .075 \text{ by } .15. \\ 15 \overline{) .075} \end{array}$$

$$00.5$$

Take  $1/15$  of .075; then, as we have used a divisor 100 times what it should be, multiply the quotient by 100. One other example only. Divide  $12 \frac{6}{7}$  by 5:

$$5 \overline{) 12 \frac{6}{7}}$$

$$2 \frac{4}{7}$$

Take  $\frac{1}{5}$  of 12; then reduce the remaining 2 to the next lower denomination, as in simple division; that lower denomination is sevenths;  $\frac{1}{5}$  of  $20/7$  is  $4/7$ .

There should be nothing in arithmetic but plain common sense.

### VIII.

#### Percentage.

Perhaps no other part of arithmetic is more difficult for the pupil than percentage and its applications. We cannot avoid thinking that this is wholly unnecessary. There is nothing new in percentage. Any one who understands fractions, and is familiar with the decimal system as applied to integers and fractions, ought not to find any difficulty in understanding percentage, or in performing operations under it. Nor does there seem to be any reason for going back to sense-perception for any of the first principles in this subject; they have all been found and illustrated in previous work. It follows, then, that if the pupil is seriously troubled in percentage, either he has not mastered his previous work or he does not recognize in a new form what he has met before.

Many of our text books treat the subject in such a way as to make it wholly mechanical, or algebraic, to say the least. We object thus:

1. To all rigid division into cases.
2. To all working by formulas.

3. To any "representations" of a number by "100 per cent." Often the difficulty in the solution of problems arises from the questions being so stated in the book that it is not clear to the pupil what the per cent. is hundredths of. No intelligent progress can be made in solving any question till this point is clearly settled.

Let the pupil clearly understand that "per cent." and hundredths are exactly synonymous terms. At the outset let him be drilled, orally and by writing, on any such expressions as those given below, until he realizes their perfect equivalence, and is equally ready to use one form or another, as best suits his convenience.

1. 6 per cent.  $6/100$  .06  $3/50$ .
2. 25 per cent.  $25/100$  .25  $1/4$ .

To find any per cent. of a number is simply to find so many hundredths of it, in any way that is most convenient; for instance, 7 per cent. of a number is 7 hundredths of it;  $12 \frac{1}{2}$  per cent. of a number is  $\frac{1}{8}$  of it; 250 per cent. of a number is  $2 \frac{1}{2}$  times that number, &c. Surely the pupil ought to recognize the fact that in such work he is not called upon to do any strange or new thing. Much of the work in percentage is only an application of the table of aliquot parts of 100, or 1,000, with which the pupil should have become familiar long ago. Let the following example illustrate: A dealer bought some wheat

for \$750, and sold at a gain of 4 per cent. What did he gain? What did he get for it? Don't talk to the pupil about gaining \$4 for every \$100; don't let 100 per cent "represent" the cost; don't trouble him about the "case" this falls under. Come right to the point. What is 4 per cent? Ans.  $1/25$ . What is this  $1/25$  of? Ans. \$750, the cost. How many dollars is  $1/25$  of \$750? Then, what did he gain? What did he get for it?

To find what per cent. one number is of another.

This means to find what part one number is of another; and, then, to express that part as hundredths.

Let us illustrate by a few examples, and let us lead the pupil to see that there is nothing new involved in the work.

#### Example 1.

What per cent. of \$75 is \$25?

In solving, ask first, what part is \$25 of \$75? Probably the pupil will see at once that \$25 is  $1/3$  of \$75. If he has difficulty in grasping this, ask him what part of \$75 is \$1? Then, what part is \$25? Then, what is the value of  $25/75$  in its lowest term? Having found that \$25 is  $1/3$  of \$75, all that remains is to change  $1/3$  to hundredths. By the table of aliquot parts we know that  $1/3$  is  $.33\frac{1}{3}$ ; hence \$25 is  $33\frac{1}{3}$  per cent. of \$75. Don't say anything about "Rate," "Base," or "Percentage"; above all don't say

Percentage  
that Rate =  $\frac{\text{Percentage}}{\text{Base}}$

#### Example 2.

What per cent. of 45 is 9?

Solution:  $9 \text{ is } 9/45 = 1/5 = 20 \text{ per cent. of } 45$ .

#### Example 3.

What per cent. of 40 is 7?

Of course, 7 is  $7/40$  of 40. But I want this expression in hundredths; that is, I want a fraction whose denominator is 100. Should I multiply the present denominator 40 by  $2\frac{1}{2}$  I should have 100 for a denominator; hence, if I multiply the numerator 7 by  $2\frac{1}{2}$ , I shall have hundredths for a result.  $7 \cdot 40 = 17\frac{1}{2}$  per cent.

#### Example 4.

What per cent. is 72 of 40?

The fraction  $49/72$  offers no opportunity for any special process; but it is evident that if I multiply both terms by 100, and then divide by 72, the present denominator, I shall preserve the value of the fraction, and have 100 for a new denominator. Practically, all I need to do is to divide 4900 by 72. I can state the work as follows:

$$\frac{49}{72} = \frac{49 \times 100}{72 \times 100} = \frac{4900}{7200} = 68 \frac{11}{18} \text{ per cent.}$$

In any case, the general process may be described in this way: Find what fraction expresses the part that one number is of the other; then make the denominator 100 in the best way that you can, preserving at the same time the value of the fraction. The numerator will be the required per cent.

To find a number when a certain per cent. is given:

Many problems just like this have been solved in fractions. I will illustrate by two or three examples.

#### Example 1.

Twenty is  $37\frac{1}{2}$  per cent. of what number?  $37\frac{1}{2}$  per cent.,  $3/8$ ; hence the problem is: 20 is  $3/8$  of what number? The explanation is old and familiar; it is as follows:

If 20 is  $3/8$  of some number,  $1/8$  of that number is  $1/3$  of 20, which is  $6\frac{2}{3}$ ; and the whole number is 8 times  $6\frac{2}{3}$ , or  $3\frac{1}{3}$ .

#### Example 2.

32 is 79 per cent. of what number?

Solution: 32 is 79 per cent. of 100 times  $1/79$  of 32,  $40 \frac{40}{79}$ .

#### Example 3.

A man owning 65 per cent. of a mill sold 40 per cent. of his share for \$21,000. What was the mill worth at that rate?

Solution: He sold  $3/5$  of  $13/20$  or  $13/50$  of the mill for \$21,000; hence the mill must be worth 50 times  $1/13$  of \$21,000, or \$80,769  $3/13$ .

To find a number when a given number equals the number required, plus, or minus, a certain per cent. of the required number.

This problem differs from the last in one particular only, that is, instead of the per cent. which the given number is of the required, being given, it must be found

by the conditions of the questions. Let a few problems illustrate:

#### Example 1.

A man sold a horse for \$189, gaining 5 per cent or  $21/20$  of the cost. This point settled, the solution and explanation are just as in the last case—that is, the required cost must be  $20/21$  of \$189, or \$180.

#### Example 2.

A gambler lost  $12\frac{1}{2}$  per cent. of his money, and had \$133 left? How many dollars had he at first?

If he lost  $12\frac{1}{2}$  per cent., or  $1/8$  of his money, \$133 must be  $7/8$  of his money at first. Now, we may solve as before; or, better, we may find  $8/8$  of his money by adding  $1/7$  of \$133 to \$133 at once, giving \$152.

#### Example 3.

What must a grocer ask for tea that costs 75 cents a pound, so that he may fall 10 per cent., and still make 20 per cent. on the cost?

Solution. If he makes 20 per cent., or  $1/5$ , on the cost, he must get 75 cents plus  $1/5$  of 75 cents, that is, 90 cents a pound. And if he falls  $1/10$  from his asking price, then 90 cents must be  $9/10$  of that asking price, which is \$1 a pound.

#### Example 4.

A man sells two farms for \$6,000 each; on one he gains 25 per cent., and on the other he loses 25 per cent. What is the net gain or loss?

Solution: Evidently, on one farm he lost  $1/4$  of its value, and received  $3/4$  of its value; that is, his loss is  $1/4$  of what he received, or \$2,000. On the other farm he gains  $1/4$  of its value, and receives  $5/4$  of its value; that is, his gain is \$1,200, or  $1/5$  of \$6,000. Then his net loss is \$2,000—\$1,200=\$800.

We believe that the principles which these problems now wrought, illustrate, cover all cases in percentage. They will serve for profit and loss, commission, insurance, and all the rest with all their "cases." When once the question, What is the per cent. hundredths of? has been clearly settled in the pupil's mind, then it can be seen that the problem is essentially the same as one of those here wrought. And further, it can be seen that there is nothing in the whole subject of percentage that is not a repetition of something that has been had before in fractions or in the study of the decimal system.

Interest and discount differ from the other applications of percentage somewhat because of the introduction of the time element.

### A NEW BOOK BY SISTER FIDES.

Ainsworth and Company, of Chicago, have in preparation a book which they believe will find the ready appreciation and endorsement of all Catholic Churchmen and Educators. The author, Sister M. Fides Shepperson (Convent of Mercy, Pittsburg, Penn.), has an enviable reputation as a forceful, convincing, and at the same time alluring writer. The book is entitled "Cloister Chords, an Educator's Year Book," and its motivation may be gathered from the accompanying extracts from the manuscript. The discriminating teacher will at once recognize the solid thought values and literary excellence of the work.

It will contain several essays which will prove more than ordinarily helpful in the teaching of literature, among them may be mentioned (1) an elucidation of Wordsworth's poem "Intimations of Immortality," (2) of Browning's poem "Abt Vogler," (3) a description of Westminster Abbey, giving names of eminent dead buried in the illustrious resting place of England's Choir Invisible, noting also those who have recognition there by window, statue, bust, medallion, or tablet inscription; aptly commenting, too, upon England's eminent dead who have no recognition in Westminster Abbey.

Three art essays find place in the volume, (1) Madonnas, (2) Best Pictures for School Halls, (3) French School of Art.

The essays based on texts from the writings of Thomas a Kempis give to the work a peculiarly helpful and hopeful quality which will at once find favor with religious teachers.

The last part of the book, "June Thoughts," contains several valedictories, essays, etc., and a play especially adapted to closing exercises. Teachers desiring a copy of the book should address the publishers, Ainsworth & Company, 378 Wabash Avenue, Chicago, Illinois.



# "The May Queen."

MARIAN MITCHELL.

CHURCHILL—GRINDELL.  
Supervisors of Music, State Normal School, Platteville, Wis.

O lis-ten to the mu - sic sweet That ech - oes from the green; The fair-ies of the flow'rs have

The first system of musical notation for 'The May Queen.' It features a vocal line in G major (one sharp) and 4/4 time, and a piano accompaniment in the same key and time. The lyrics are 'O lis-ten to the mu - sic sweet That ech - oes from the green; The fair-ies of the flow'rs have'.

met To crown their May - day Queen. The fair - est blos - soms of the wood Shall

The second system of musical notation. The lyrics are 'met To crown their May - day Queen. The fair - est blos - soms of the wood Shall'.

deck her brow to - day; Come join the dance and trip it light, To wel - come Queen of May.

The third system of musical notation. The lyrics are 'deck her brow to - day; Come join the dance and trip it light, To wel - come Queen of May.' The system ends with a double bar line and a 3/4 time signature change.

## REFRAIN.

We will weave in love While we weave in flow'rs,... And the sweet birds

The first line of the Refrain. The lyrics are 'We will weave in love While we weave in flow'rs,... And the sweet birds'.

sing.... From their leaf - y, leaf - y bow'rs;.... Wind - ing in the breeze, While the grass -

The second line of the Refrain. The lyrics are 'sing.... From their leaf - y, leaf - y bow'rs;.... Wind - ing in the breeze, While the grass -'.

es sway,..... Sing-ing of our love for thee, Mer - ry, mer - ry Queen of May....

The third line of the Refrain. The lyrics are 'es sway,..... Sing-ing of our love for thee, Mer - ry, mer - ry Queen of May....' The system ends with a double bar line.

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## Language and Reading.

### A FAULT IN READING.

If pupils are unable to pronounce the words correctly I think the reason is that they do not comprehend the whole word before pronouncing it—that is, they glance at the first and second letter, or first syllable, and guess at the rest.

A pupil attended my school last winter who pronounced about every other word incorrectly. I watched him closely daily to see if there was some means by which his reading might be improved. I studied the child for some time to see wherein the difficulty lay, and tried various devices to improve his reading. The pupil was by no means the brightest member of the class. He was sixteen years of age, yet some of the pupils that were only twelve years of age could read better than he.

After trying many devices that were of no avail I tried the following, which proved successful: I assigned him a very short lesson, including in the assignment that he should learn to spell every word and be able to define it. The next day when I called upon him to read I told him to spell every word mentally before pronouncing it. I noticed at once that this plan was successful. He read a sentence without making a mistake, which was quite an encouragement to me. Of course, he read very slowly at first, but he soon began to make rapid progress. As soon as he would make a mistake I would have him spell the word and then pronounce it. In a few days he was able to read a paragraph correctly. At the time he was able to read a paragraph. I would let him read to a mistake. He made rapid progress the rest of the term, and by the end of the term he was able to read quite well.

—Sister M. Xavier (Maryland).

### GRAMMAR IN LITERATURE.

One of the greatest needs of pupils of the grammar grades (and may I say of some teachers?) is a practical knowledge of grammar. Many pupils will take up the subject of etymology and apparently make a thorough study of the parts of speech, memorizing, defining and parsing all the various forms of nouns, verbs, etc., yet when they have finished you may put a simple piece of literature in their hands and ask them to give the construction of each word and a large per cent of them will fail. All words which they studied under the noun they will call nouns and fail to see that their use in the sentence determines their part of speech. Some method should be used to overcome this. The following has been successful:

Do not carry your grammar work into your literature class and thus destroy the beauty and interest of it, but take a simple piece of literature into your grammar class, close your grammars and place each pupil on his or her knowledge of the subject and study carefully the construction of each word. Your pupils will soon learn to work independent of a book and secure a more practical knowledge of grammar.

—“Grammar Grade Teacher” (Brooklyn).

### PROMPT WORK AND BETTER WRITING.

With the desire to encourage promptness and improve the writing the children are permitted to write on the board. They leave their seats when all work is finished, taking a space at the board. Then the day's copy is carefully written.

They never seem to tire of blackboard writing, and therefore endeavor to finish their work promptly that they may have the opportunity of getting to the blackboard. Some children, naturally slow, by this means get their work finished promptly.

They are careful to do neat work at their seats, as they forfeit their places at the board if careless work is discovered.

The practice at the board gives the children a free and easy arm movement. The arm movement, as all teachers know, is not so easily acquired at the desks.

Children appreciate the fact that they are trusted to leave their seats, if they wish, when their work is finished.

In going to and from their seats they try hard not to disturb the other exercises which are going on at the same time. As a result it can easily be seen how this plan also helps the discipline of a room.

Should any child be writing at the board when his class is called he passes quietly to his seat to be in his place during recitation.

If there are not enough spaces for all, the work may be erased as the spaces are needed.

—Lay Teacher” (Illinois).

### CONDUCTING A READING LESSON.

The subject of the lesson is discussed with the pupils to find out what they already know about it. The whole class reads silently the first paragraph, the books are closed and some child is asked to tell the substance of it, or if he be timid the teacher draws him out by questions. Another child is called upon to read the same paragraph aloud, which he does with expression, having obtained the meaning beforehand. This method is followed until the whole lesson is read. The child gets and gives the thought, besides giving close attention and feeling a lively interest in his work.

Children should be required, when reading aloud, to pass to the front of the room, because it gives them greater confidence in themselves and is more convenient and pleasing to those in their seats.—Subscriber.

### CORRECT FORMS OF SPEECH.

By Maud Summers.

Young children should not be interrupted to correct faulty forms of speech when they are reproducing a story or are endeavoring to express thought. Such action tends to make children timid and self-conscious.

This does not mean that incorrect speech should pass unnoticed. A separate day and hour should be set apart for exercises to develop correct language forms. The drill given at this time sinks into the child's consciousness and in time makes him sensitive to mistakes made both by himself and his schoolmates. By a wise use of the laws of imitation and habit the teacher substitutes right forms for wrong ones. The art of speech is something apart from the science of language, and should be taught throughout all the grades of the elementary school.

The following are suggestive lessons for beginners in learning the right use of pronouns and irregular verbs:

#### I. EAT.

Teacher hands a lemon-drop to each child in the first row of seats. Tell the children to eat the candy and then describe the action performed. Examples:

##### A.

First Child—“I ‘et’ the lemon-drop.”

Teacher—“I ate the lemon-drop.”

Child repeats the correct form.

##### B.

Second Child—“Him and me ‘et’ the lemon-drop.”

Teacher—“He and I ate the lemon-drop.”

Child repeats the correct form.

##### C.

Third Child—“John and me have ‘et’ some candy.”

Teacher—“John and I have eaten some candy.”

Child repeats the correct form.

Hand lemon-drops to all of the children and proceed in the same way. In each case the teacher substitutes the correct form if the wrong one has been used, and then asks the child to repeat it. If repetition deepens the impressions, she may ask him to repeat the correct form several times. Encourage the children to be watchful of each other in a spirit of friendly criticism.

**Caution.**—All criticism should be constructive, not destructive. For instance, do not allow the child to say, “That isn't right.” Instead, have him give the right form.

#### II. RING.

Ask a child to ring a bell and then to tell what he did. Examples.

##### A.

First Child—“I rung the bell.”

Teacher—“I rang the bell.”

##### B.

Second Child—“The bell has rang.”

Teacher—“The bell has rung.”

Vary the exercise by having two or more children ring bells in different parts of the room and call upon children to describe the action performed. Examples:

A.  
First Child—"Mary and me **rung** the bell in the north side of the room."  
Teacher—"Mary and I **rang** the bell in the north side of the room."  
**Caution.**—Always have the child repeat the correct form.

III. SEE.  
Ask the child to look out of the window, to return to his seat, and then to tell what he saw. Examples:

A.  
Child—"I **seen** a tree."  
Teacher—"I **saw** a tree."  
B.  
Child—"Him and me **seen** a bird."  
Teacher—"He and I **saw** a bird."  
C.  
Child—"I have '**seed**' it."  
Teacher—"I have **seen** it."

Vary the exercise and ask the children to describe anything seen at home, on the playground, or within the schoolroom.

**Object.**—Power to use the correct forms of speech.

#### IV. THROW.

Have a brisk game of ball for a few moments preceding the language lesson. Call upon different children to describe the action performed. Example:

Child—"I **throwed** a ball."  
Teacher—"I **threw** a ball," etc.  
V. DO.

Ask several children to draw a picture on the blackboard or to perform some other action.

Teacher points to one of the pictures and asks, "Who did this?"

Child—"John **done** it."  
Teacher—"John **did** it," etc.

**Caution.**—The teacher should be careful not to limit the self-activity of the children by suggesting the action to be performed. Encourage them to take the initiative and to act spontaneously.

**Suggestion.**—Select ten of the familiar verbs most frequently misused and drill upon these. A few verbs well taught will lead to better speech than many verbs infrequently presented.



## Memorial Day Exercise

### For Primary Pupils

T. B. Weaver, Cleveland, Ohio.

A little boy impersonating Uncle Sam and carrying a flag, and a little girl representing Columbia, and carrying a wreath of flowers, enter stage slowly, keeping step to some march music.

Uncle Sam, bowing, recites:

All o'er this land today,  
We march in this sad way  
To where our soldiers lie,  
Who dared to do and die;  
They once were children too,  
And did as children do;  
And, as they did, may we  
Love this, our dear country.  
Our hands are very small,  
But if this flag should fall,  
'Twill be our holy trust  
To lift it from the dust.  
I'm Uncle Sam, you see,  
This is Columbia free;  
We've come with you today,  
Above our dead to lay  
The flowers of the Spring,  
And loving tributes bring.  
When all the soldiers sleep,  
Who now our safety keep,  
Who'll be the soldiers then?  
Who'll be our noble men?

School standing, and boys, after giving salute, recite in concert:

Each boy in this broad land  
Here gives his heart and hand,  
And vows our flag shall wave  
Forever for the brave.

Then the girls recite:

We, too, here pledge our might,  
To keep our banner bright;  
To mend the tattered bars,  
Replace the missing stars;  
Our happy homes command  
For God and native land.

Pupils then are seated.

**Columbia:**

We speak of war, we speak of health,  
We speak of strength, we speak of wealth,  
We speak of country and of state,  
But what has made us free and great?

**Pupil 1**, rising, recites:

The birds and the flowers are happy and free,

And God in His love wishes children to be.

**Pupil 2**, rising, recites:

We're great and free and happy too,  
And love the dear Red, White and Blue.

**Pupil 3**, rising, recites:

If we labor, if we save,  
Keep the Golden Rule.  
To the flag be loyal, brave,  
Love our home and school,  
Greater still our land shall be,  
Dearer still our liberty.

**Pupil 4**, rising, recites:

We must keep the Sabbath Day  
In the old and proper way.

**Pupil 5**, rising, recites:

"Learn to labor and to wait,"  
Aiming at the high, the great.

**Pupil 6**, rising, recites.

Lives of great men, true and loyal,  
Faithful to this country's fate,  
Tall men, strong men, free and royal,  
Under God have made us great.

**Uncle Sam:**

Children, if you will be true,  
To the trust in store for you,  
This dear flag shall ever wave  
O'er the free, the great, the brave.

**Columbia:**

Let us do our duty to the noble dead of ours,  
And upon their graves in honor, lay the fresh Spring  
flowers.  
If we honor thus our heroes who this country died  
to save,  
Loving hands will lay their flowers, when we sleep  
in honor's grave.

School rises, and, with Uncle Sam and Columbia, repeat the pledge, and then, after being seated, sing, "Who'll Be the Soldiers, Then?" found in Weaver's School Songs No. 2, or any other appropriate song.

A class of girls now enters, carrying flags. The leader, a larger girl, carries a larger flag than the others, keeping step to the song, "Hurrah for the Flag," as sung by the school, using the syllable, a, until the class is in position or has also put on a fancy military drill.

Class now forms at rear of stage and leader steps to center and recites:

Why is this flag to us so dear?  
What has it done which we revere?  
Of all the flags there's none unfurled,  
So dearly loved in all the world.

Who'll tell me why on land and sea,  
It is the emblem of the free?  
What mean these bright and silent stars?  
What mean these bright and silken bars?

School sings first stanza and chorus of "Hurrah for the Flag."

**Pupil A**, rising in aisle, recites:

That flag was made by Betsy Ross  
At Washington's command:  
'Twas first unfurled at Cambridge Town.



Against a British band.  
 'Twas there our sires beneath its folds  
 Determined to be free;  
 And placed their lives between their homes  
 And foes of liberty.

At Bunker Hill, they fired the shot  
 That woke a sleeping world,  
 And 'midst the smoke of battle hot,  
 Our glorious flag unfurled.

School sings second stanza of song with chorus while  
 class puts on a drill and then takes position.

**Pupil B**, rising in aisle, recites:  
 Then came a time when on the sea  
 Again we struggled to be free,  
 And with the waters deep and blue,  
 There mingled blood for me and you:

'Twas then that Perry on the lake,  
 In thunder tones made England quake;  
 We gained our right on sea and land,  
 The flag protects on any strand.

It floats today from lofty masts,  
 In balmy airs, in freezing blasts,  
 Where'er the ships of commerce ply,  
 There floats our flag 'neath Freedom's sky.

School sings third stanza, etc., and class repeats drill.

**Pupil C**, rising in aisle, recites:  
 One April morn, in Sixty-One,  
 Our nation heard a specter gun  
 Along our southern coast;  
 Then from the North and from the South,  
 To face the cannon's awful mouth,  
 There sprung a mighty host;  
 Our starry flag was rent with shell,  
 But on it waved though oft it fell,  
 Amongst the mangled brave;  
 Four awful years the cannon roared,  
 And patriotic blood was poured,  
 On land and angry wave.  
 From Sumter's Fort, o'er land and sea,  
 Our banner triumphed for the free,  
 And union of the state;  
 Our fathers and our brothers fell,  
 The awful loss no one can tell,—  
 So noble and so great.

School sings fourth stanza while class drills and leaves  
 the stage.

#### HURRAH FOR THE FLAG!



There are many flags in many lands,  
 There are flags of ev'ry hue,  
 But there is no flag, however grand,  
 Like our own Red, White and Blue.

Chorus—

Then hurrah for the flag, our country's flag,  
 Its stripes and white stars too,  
 For there waves no flag in any land,  
 Like our own Red, White and Blue.

From Bunker Hill to Yorktown old,  
 Noble men their dear flag led,  
 And it tells of marches through the cold,  
 And of how our fathers bled.

Chorus—

Let us lift this banner up on high,  
 That the world it sworth may see,  
 And wherever it may meet the eye,  
 It will stand for liberty.

Chorus—  
 Noble banner, emblem of the free,  
 May thy glory never die,  
 Lead us on to greater vict'ry,  
 As the future years draw nigh.

Chorus—

#### THE TEACHING OF KINDNESS.

By J. J. Kelso.

(From address delivered at International Humane Conference, Washington, D. C.)

Humane principles can be taught by parents and teachers without special organization, and much has been and is being done in this direction, but organization is always desirable to bring about the best results. Everyone's



business is no one's business. There must be a headquarters, literature, a bureau of information, a director, and, if possible, a staff of organizers and lecturers. We, therefore, advocate the Band of Mercy movement, having for its object the widespread diffusion of the humane spirit among young people. It is well worth while for humane societies everywhere to give special attention to this branch of the work and make liberal appropriations for its permanence and efficiency. Prosecutions for cruelty may be useful as vindications of the law, but they do not change the heart nor remove the cruel disposition. It is only by means of education and example that lasting good can be accomplished; start the child right and not only will he likely continue to grow in humane thoughts and actions, but also influence many others in the same direction, until, with an ever-widening circle, all mankind becomes the friend and protector of the dumb and defenceless.

#### Good for the Children.

I know of no organization better calculated to advance the interests of a higher civilization than the Band of Mercy. Its object is to encourage children to be kind and thoughtful, to think more of others than of themselves; to take the part of the weak and oppressed; to speak for the voiceless; to bring gladness where there are tears; to do noble deeds; to shun deceit, hypocrisy, and cowardice; and to be brave and outspoken where honor and right are concerned. Surely these are worthy objects, the carrying out of which cannot fail to make happy hearts, happy homes, and the world a better and brighter place to live in.

Children naturally love animals, and will be happy in assisting to protect them from cruelty. They also admire

noble and heroic actions, and will be glad to emulate those men and women who have made history glorious.

#### What a Teacher Says.

To those engaged in the teaching profession we cannot do better than quote here the words of a teacher, coupled with our own observation that the Band of Mercy aids materially in maintaining school discipline by creating a bond of sympathy between teacher and pupil. "Ever since I introduced the Band of Mercy into my school I have found the children less disorderly, but instead, more gentle and affectionate toward each other. They feel more and more kindly toward animals, and have entirely given up the cruel practice of robbing nests and killing small birds. They are touched by the suffering and misery of the animals, and the pain which they feel when they see them, cruelly used has been the means of exciting other persons to pity and compassion."

After children have belonged to the Band of Mercy

for some time, it is very easy to recognize them. If they are good members, they will always be seeking an opportunity to make others happy. At home they will be eager to help mother; they will not speak harsh words to the younger children, but will play with them and amuse them; and they will treat the household pets kindly and see that they are fed, and they will visit and cheer up little friends who are sick, and will do hundreds of other kind acts.

On the street and in the playground they will act honorably with each other; the boys will not ill-treat some little fellow who has no friends, nor will they allow a big boy to beat or wrong a smaller one; they will not throw stones at the dogs or try to hit birds with a slingshot. The little girls will not be so mean as to tell tales about other girls when they are absent, but they will always try to be like the sunbeams, bringing light and gladness and warmth wherever they go.

## Drawing and Handicraft for May

Elizabeth M. Getz, Supervisor of Drawing, Atlanta, Ga.

### Life and Landscape Drawings as Aids in Studying Perspective Principles.

The first lessons in landscape should be given in colors if colors are available, if not, brush and ink or charcoal may be used. In using colors talk to the children about the color of the sky. What color do we usually associate with it? Blue. Ask where the sky is deepest in color. See how many can tell you that it is the part above their heads. Call their attention to the fact that the sky does not appear flat, but dome-like, with the most intense color above them instead of at the horizon line and that so making it gives this effect in the picture.

Experiment with the horizon line by changing its position, by raising or lowering it, by curving or slanting it. Note the effect. Consider carefully with the children each set of drawings. When all are pinned up, the children will see many effects produced in certain drawings of which the children making them had no idea at the time. These accidental effects can afterward be reproduced as the result of conscious efforts.

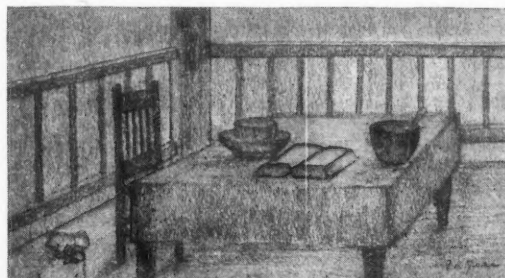
Vary the shape and proportions of the paper at these lessons, use sometimes a long vertical panel, at another time a long horizontal panel or a square or even a semi-circular enclosure for the picture.

Try to represent the sky under various aspects at sunrise, at sunset, by moonlight before or during a storm, when it is raining, etc. Notice the change of the color reflected on the earth as the sky changes in color. Each of these suggestions may be made the topic for a lesson, in this way the work may be kept for a long time in simple washes of sky and ground.

Trees, both near and distant, furnish subject matter for many lessons. Make as many observations as possible, take long walks with the children, show them pictures and make use of any views you may have from your school room windows. Consider whatever material is available. How do the near and distant trees compare in size, in shape and in color? Lead the children to see without telling them, that the nearest trees appear larger, more decidedly green and show the shapes of branches more clearly than those far away. The distant trees appear as a low narrow line of green or blue gray against the sky. Look at trees, houses and the objects in the landscape with reference to the horizon line. Are they above or below it? Houses, trees and other objects rest on the earth, so they must be at least partly below the horizon. Are they wholly so? When children have seen that most objects which are higher than themselves are usually seen partly against the earth and partly against the sky, interest them in trying to discover how and when it is that we can sometimes see the same object against the ground. Tell the children to go upstairs or onto the top of a hill and look down on the landscape. See how objects then appear.

Paths afford an almost endless variety of observations and experiments in getting shape, direction and distance. Do not tell the class directly that the lines of the path converge as they recede. Let the children have the pleasure that comes from the discovery.

After the children have become sensitive to the beauties of nature, help them, if possible, to better their own surroundings, both indoors and out. Study with them the way to care for and protect trees and plants. Study nature along practical as well as scientific and aesthetic lines.



With young children pure landscape drawing is not satisfactory without the story or human element entering into it. Children do not care for solitary beauty, naturally they love life, action and companionship. When taking up a new feature of the landscape and it is not possible to go directly to nature, take the children there in imagination. If you wish them to represent a forest and you cannot take them to one, tell the story of Little Red Riding Hood in a way to make them really see the trees as they would if in their midst, with their moss covered trunks, standing like sentinels, their dark branches interlaced overhead, the blue sky never seen through them, the sun never penetrating them. If you wish the children really to see this, you must tell it so as to make them enter into the character and feelings of Red Riding Hood as she took that lovely walk. The expression of it by a drawing then becomes an easy matter.

This elementary landscape drawing as an accessory to pictorial or pose drawing may be made very helpful as a foundation for the study of perspective principles in the upper grades.

As to whether the study of perspective principles in the grammar grades is a pleasure or a bug-bear depends entirely upon the method of approach. To have children see the convergence of lines or the relation of one curve to another in small objects before understanding the principles is indeed a difficult task. It is not easy always for the trained eye to see these differences, for the boy or girl of the grammar school age it is nearly impossible.

The first attempt to teach the fundamental principles of perspective should be made out of doors or from pictures. Send the children to the window to make sketches of what they see. Whenever there is a large object in sight as a smoke stack, tower or other architectural object showing clearly any perspective principles, call the attention of the class to these features of the landscape and have the children represent them.



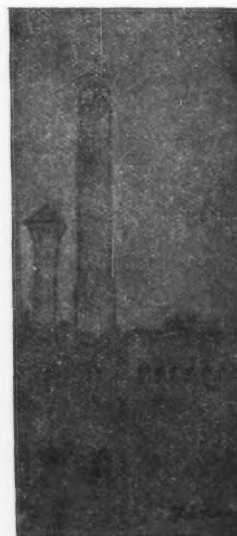
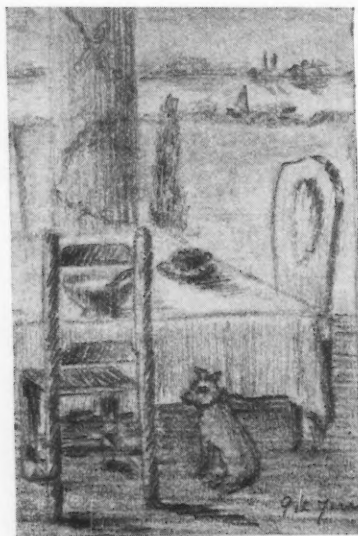
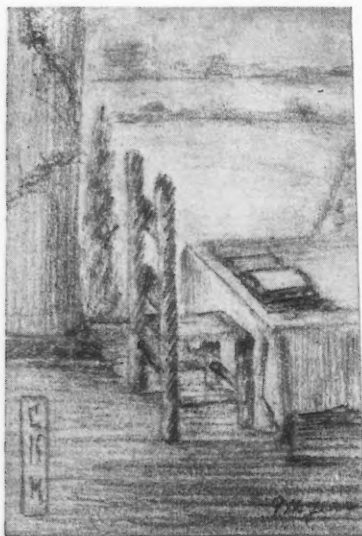
If pictures are well selected they serve the purpose even better than large objects. The actual convergence of lines in the picture is more tangible than the apparent convergence in the objects.

Children can readily collect from magazines, railroad guides and photo collections many excellent examples of applied perspective principles. To study these pictures carefully is the best possible preparation for the study and representation of objects. Convergence of lines and the effects of distance on objects can easily be comprehended in this way. Not only is it helpful to study the picture as it is, but much benefit may come from changing in imagination the view point. For instance, here is a picture of a roadway with poplar trees on either side. If the sketch represents the roadway as it would appear if the observer were directly in the middle of the road, try the experiment of letting the children redraw the picture imagining a change of view-point, either to the right or left of the center of the road. Will the trees appear the same on either side as they did before? Has the changing of the viewpoint changed their position.

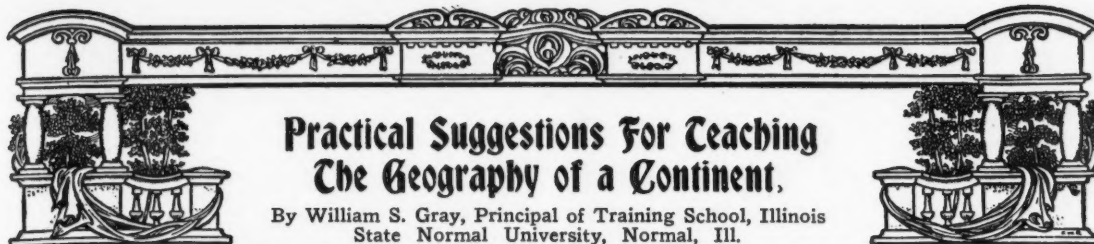
The study of interiors of rooms, hallways, etc., is greatly facilitated by the use of adjustable finders. These may easily be made by taking two strips of cardboard each about one inch by six inches and joining them by a brad. Have pupils make outline drawings of rooms, taking care to vanish the lines correctly after having established the vanishing point or points, have children add some details as furniture, pictures, etc. When they make mistakes they will soon learn to recognize and correct them. Study pictures of interiors. When the children have gained some idea of perspective of large objects either indoors or outdoors, have them apply the same principles in the drawing of small objects.

"The mind sees in an object what the mind brings power of seeing."

Some children have the number faculty highly developed, others are strong in language power. In some families there is a hereditary inability to master mathematics. In making promotions allowance must be made for such cases.







## Practical Suggestions For Teaching The Geography of a Continent.

By William S. Gray, Principal of Training School, Illinois  
State Normal University, Normal, Ill.

### AFRICA AS A TYPE STUDY.

(The maps shown in this article are reproductions of the work of the pupils with whom Mr. Gray has been working the past year, except that their work was done in color, either crayon or water color, while it is necessary to show them here in black and white, by the use of various lines.)

It has become recognized among teachers of geography that to understand the geography of the earth a pupil needs to know much about the surface of the land, the temperature, rainfall, vegetation, animal life, and the people of the various regions of the earth. He also needs to know the reasons for these things as he finds them in the different continents or countries. The method for securing these results has never been definitely outlined. Hence the problem before the geography teacher of today is, to so present the subject that its study will give vividness and reality to the pupil's conception of the earth as a whole and to his ideas of place and casual relationships on the earth's surface, that the most valuable and lasting impressions may result from it.

The writer of this article, having the above mentioned aim in mind, has been working during the past winter upon this complex problem. The results secured, as the term's work is closing, are very gratifying. It is purposed by means of this article to describe somewhat in detail the methods during these months.

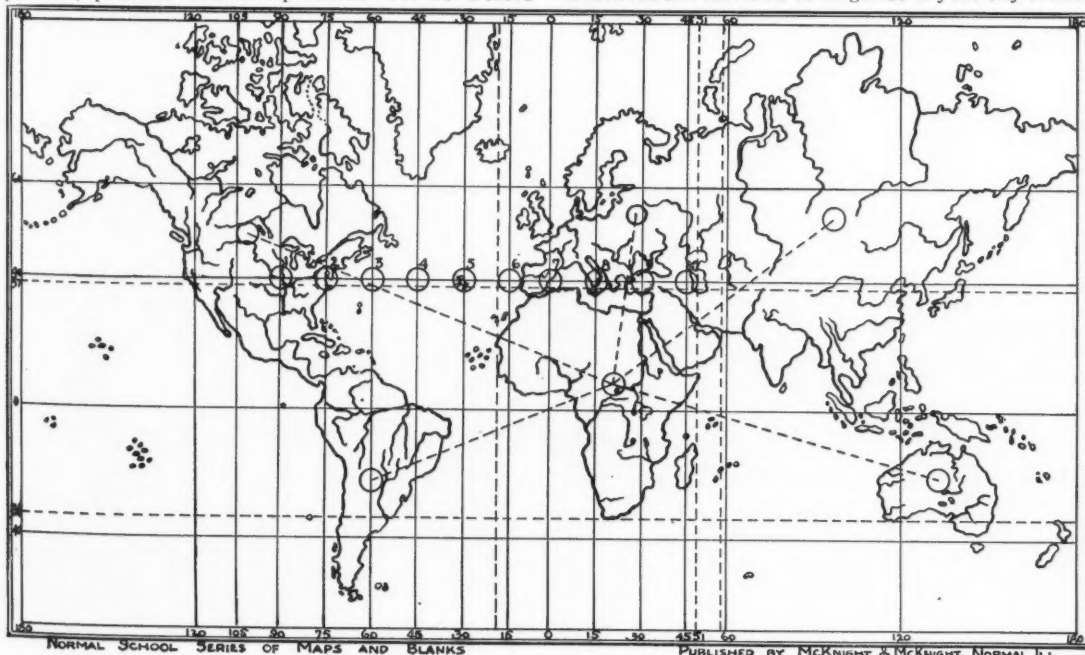
The continent of Africa will be taken for a study because it lies on both sides of the equator and presents the problems of each hemisphere. The problems of location, latitude, longitude, relative distances from other continents, comparative area and population, political divisions, physical features, drainage, heat belts, wind belts, ocean currents, rainfall, vegetation, animal life, population, products and transportation will be treated

in this article as they would be with a seventh or eighth grade class.

The work of the first four or five weeks will require a good text in geography, two outline maps of the world and nine outline maps of Africa (the ones used by the writer are published by McKnight & McKnight, Normal, Ill.), some blank writing paper and a set of colored pencils, or crayons, or box of water colors.

To secure interest in the study of the continent, to give it a definite location in relation to our own continent, and to recall many facts which will be used from day to day, directions similar to the following have been given. Trace the course of a journey from Normal (or your own city) to Morocco, on the northwest coast of Africa. Make a brief report of the overland journey from Normal (or your own city) to the nearest seaport. If the average rate of travel by rail is thirty miles an hour, how long will it require to reach the seaport? Describe the journey from the seaport town to Morocco, mentioning the bodies of water over which you sail, the belts of wind thru which you pass, and the ocean currents which you encounter. Are these winds and currents an aid or disadvantage to your rapid progress? Prove your decision. At the rate of twenty miles an hour, how long will it take to reach Morocco? From Morocco continue the journey southward and around Africa. Name the bodies of water over which you sail, and the circles of the earth which you cross. The pupil traces his journey on the outline map and thinks direction and distance from the start as the journey progresses.

The tendency of the average pupil is to study latitude and longitude without any relation to his location. To overcome this tendency and to make the study of latitude and longitude as full of meaning as possible an outline map of the world is used by the pupils, with directions similar to the following. "Near what parallel of latitude and meridian of longitude is your city located?"



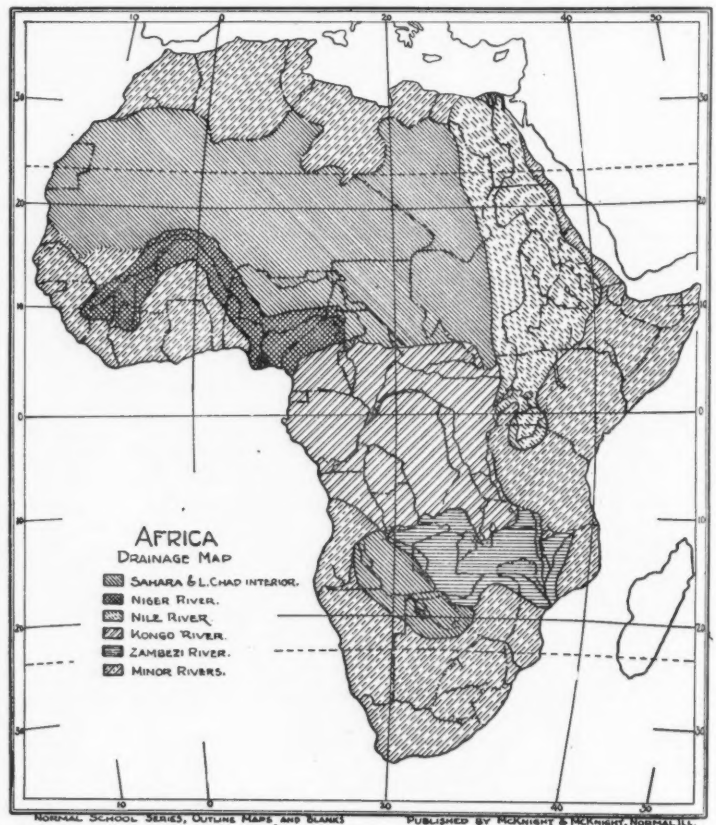
The pupil determines that Normal is located near the fortieth parallel of north latitude and the ninetieth meridian of west longitude. "Consider the home station as forty degrees north latitude and ninety degrees west longitude and travel eastward on the fortieth parallel. Draw on your outline map of the world lines to represent the meridians passing thru the extreme eastern and western points of Africa. If the stations are fifteen degrees apart, how many stations do we pass before reaching the meridian passing thru the western point of Africa? Determine as accurately as possible the reading for this meridian. Travel eastward and determine the longitude of the eastern point of Africa in a similar manner. Return on the fortieth parallel to the point where the meridian of Greenwich crosses it. Travel southward on this meridian, determining the latitude of the northern and southern points of Africa in a similar manner. What is the width of Africa in degrees? If a degree of longitude is equal to sixty-five miles at Africa's widest point, what is the width of the continent in miles? What is the length of Africa in degrees? If a degree of latitude is equal to seventy miles, what is the length of Africa in miles? Traveling at the rate of thirty miles an hour how long will it require a train to traverse the continent at its greatest length? Compare the greatest length and width of Africa with distances upon the American continent. In what hemisphere is Africa located? Which hemisphere contains the largest part of the continent? Which the smallest part?

In teaching the relative distance of Africa from each of the other continents the outline map of the world is used (see illustration). The centers of the continents are determined as accurately as possible and marked with small circles. The circle in the center of Africa is connected with the circles at the centers of the various continents by means of dotted lines. The pupils then determine the direction of the center of Africa from the centers of the various continents and vice versa. These determinations are expressed in full statements and recorded in their map-set note books. This work affords an excellent opportunity for drill in correct language habits. After the problem of direction has been mastered, the problem of relative distances is attacked. A globe of the world is used for making these determinations. Knowing the diameter of the globe, the scale of miles per inch can be easily determined by the class, with or without the teacher's aid. For illustration, the circumference of an eighteen inch globe is 56.5 plus inches. The circumference of the earth is 25,000 miles. Therefore, one inch on the globe represents about 450 miles. Having determined the scale of miles per inch the pupils are directed to measure, by means of a tape measure and a yard stick, the distance in inches from the center of Africa to the center of each of the other continents. Knowing the scale of miles per inch the distances are easily calculated. The pupils then drill in making statements involving both direction and distance. The following statements are the results of one pupil's efforts. "The center of North America is 8,800 miles northwest of the center of Africa. The center of South America is 5,280 miles southwest of the center of Africa, etc." The pupils then write statements of directions and distances upon the lines previously drawn on the world map.

Africa is next located with reference to oceans, bounding bodies of water and bounding bodies of land. Complete statements are made in oral and written form. A general study of the coastline features is made, placing the emphasis upon the shape and regularity of the coastline. The pupil is asked to compare the coastline of Africa with the coastlines of other continents as to regularity. Which continent has the most regular coastline? The most irregular? Which continent has the most suitable coastline for commerce? What may we anticipate concerning the commerce of Africa? Why?

The area and population of a continent afford an excellent opportunity for the correlation of arithmetic and geography. The pupils copy the areas and populations of the continents in order, the largest first, using ciphers for the five right hand digits of each number. The United States and Illinois are also added to the list. The areas and population of each continent is then learned. The pupils work out a table of comparative areas and populations, using convenient fractions to represent these ratios. Care is observed in selecting fractions which can be easily remembered by association. For illustration, Africa is two-thirds as large as Asia.

It has been customary in the past to study the surface and drainage of a continent before studying the political divisions. The order is here reversed. The pupils learn the names and location of political divisions of the continent, as well as the name of the country to which each belongs. The reason for learning the names of the countries at this time is because it saves time and energy. If the pupil learns the physical features first, he learns that the Atlas mountains are in the northwest part of Africa. Later, after the political divisions are learned, he associates the Atlas mountains with Morocco, Tunis and Algeria. If the political divisions are taught first, the pupil learns once and for all, that



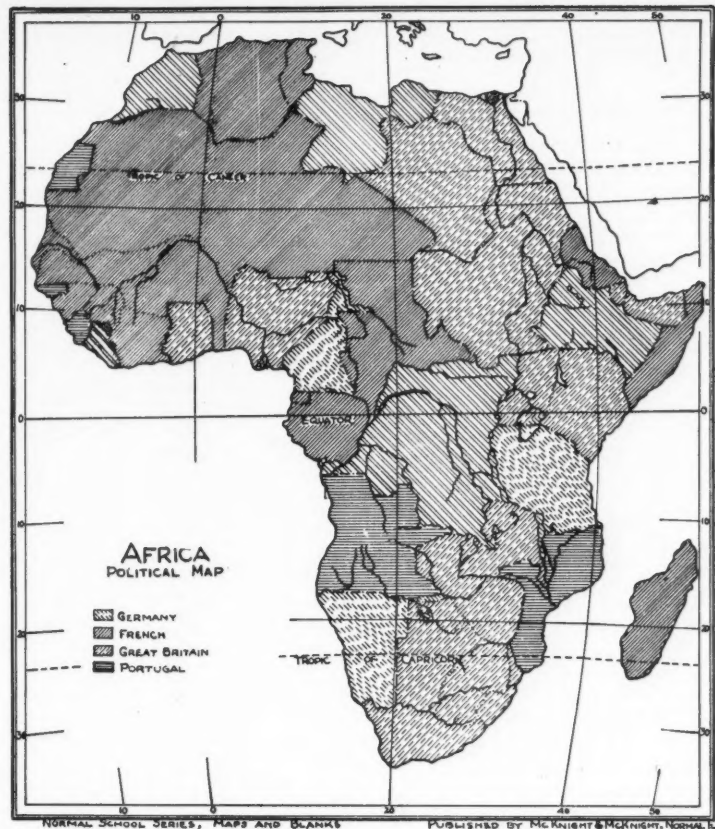
the Atlas mountains are in Morocco, Tunis and Algeria, in the northwestern part of Africa. By studying the physical features and drainage basins of the continent after the political divisions have been taught, a higher degree of associative thinking is developed. The result is that the countries, physical features and drainage basins are so closely associated in the mind of the learner that the relative location of each is not easily forgotten. The best and quickest results have been secured in teaching the political divisions of a continent by means of an outline map. The pupil is instructed to color the areas belonging to any country, with his crayolas. In this case suppose the countries belonging to England are colored red. As the pupil colors each country he thinks the name of that country, its size, shape and direction from other countries which he has studied. The pupil makes a list of the countries and their capitals as the areas are colored, classifying each country according to the country to which it belongs. While the pupils are coloring the maps, drill is given in class to help fix the names and location of the countries. Great care must be taken that this work does not become too mechanical and uninteresting. The resourceful teacher can think of many devices for overcoming this danger. One of the best devices which was tried this winter, was to follow the course of Mr. Roosevelt's hunting trip of last year.

At the beginning of the study of Africa a sand map, fifteen to twenty feet long, calculated to emphasize the physical features should be constructed by members of the class. During the past winter four boys who had previously taken no interest in their geography work, became so intensely interested that they took their entire noon periods for a week, in order to get a sand map completed by the time the class was ready to use it. A fine piece of workmanship was the result of their labor. With such a map prepared the teacher should conduct a study recitation with the pupils centered about the map. Geographies should be open at the map of Africa. A general impression of the surface of Africa should be the result of the early part of the study period. Since the surface of Africa in general is an elevated plateau with a rim of mountains at its border, the pupils may get a good working basis for a more intensive study by comparing Africa's surface with an inverted saucer. After the general ideas are mastered, the details of the various sections should be studied. If the teacher can devote as much as one-half hour with the class in this study, the essentials will have been mastered.

The next step in mastering the physical features of Africa is for the pupil to give expression to his ideas. Again the outline maps are used on which the pupil represents lowlands, plateaus and mountains in color. Longman's atlas proves to be an excellent aid in securing accuracy. The maps found in any good geography serve the purpose almost as well.

With the map construction must go hand in hand map-interpretation. After the map has been completed and approved the pupil is asked to write out in good, clear, concise English, a description of the physical features of Africa. The following report was submitted as a result of these instructions:

"Africa has a narrow strip of lowland along its coast, extending far into the Sahara Desert in the west and broken in the north on the shores of Tunis and Algeria. Next to the lowland are the mountains. The Atlas



Mountains are in the north, extending thru Morocco, Algeria and Tunis. South of the Niger river there is an unbroken chain of mountains extending along the western and southern coasts. From the western part of Abyssinia the mountainous region extends northward toward the Red Sea and southward thru the lake region. Near Lake Victoria Nyanza, are found two of the highest peaks in Africa; namely, Mt. Kenia and Mt. Kilimanjaro. The interior portion of Africa is a plateau. This plateau covers the interior part of southern Africa and the greater part of northeastern Africa. Plateaus are also prominent in the extreme east and southwest parts."

If the physical divisions have been well taught, so that the pupil knows the location of the principal divides and the general slope of the various sections, it is but an easy step to locate the drainage basins. Africa readily divides itself into the Nile, Niger, Kongo, Zambezi, Orange, Chad and Minor basins. As these basins are located the pupils should represent them on an outline map, placing a color key of identification at the bottom of the map. After the basins are located an intensive study should be given to the river system which drains each basin. The rivers should be studied with reference to their source, the general direction in which they flow, the countries which they drain, their value as highways of commerce and the bodies of water into which they flow. Again, following the map construction and study, the pupil should be given an opportunity to give expression to his interpretation of the map. The following report is one boy's interpretation of his map in reference to the Kongo basin.

"The Kongo River carries more water in its channel than any other river of Africa, although it is only second in size. It has its source in the lake region of Tanganyika and flows west thru Kongo state and southwest between Kongo state and West Kongo, emptying its contents into the Atlantic Ocean. The river and its branch-

(Continue on page 68)



## ~ ~ ~ ~ ~ Studies of Noted Paintings ~ ~ ~ ~ ~

By Elsie May Smith.

### THE WOUNDED LAMB

—MEYER VON BREMEN.

There are few sights more beautiful than that of children moved with sympathy because of the sufferings of some helpless little animal. There is a pleasing motive for a picture in their deep interest and concern, and their sympathy for the wounded and disabled. So fond of ceaseless activity themselves, they can feel great pity for an animal rendered helpless by an accident and unable to skip and run about as before. Such a picture is "The Wounded Lamb," by Meyer von Bremen. Notice the lamb in the elder girl's arms and how carefully she holds it, the position and looks of the other children, and the lamb's injured limb. The girl holding the lamb glances down at her sister, who has extended her hand to touch the wounded leg, while she gazes at it with the most absorbed, intent look. Observe her face carefully. Notice her brother's upturned face and his fine large eyes. He too takes great interest in his sister and the lamb. The youngest child has his back turned toward us, and holds in his hand the string fastened to his toy. Notice him carefully. How beautiful and graceful he is! Notice his head, shoulders, arms and feet, and the way he stands. Observe how the children are grouped together in the center of the picture. How natural and yet how artistic the grouping is! Notice that there is a ribbon about the lamb's neck. This shows us that the children have treated it as a pet, and so are doubly grieved that harm has come to it. This explains to us why they watch it with such intent and sympathetic concern. Their own pet whom they have loved and cared for is hurt. Even the youngest has left his play and joined the others to see what has happened.

Notice the trees and the beautiful graceful shrubbery. Note how the light falls upon them; while the tree trunks are in deep shadow, the leaves catch the strong light. The shrubbery along the fence, just behind the children, is especially beautiful. See how natural it looks. This is also true of the fence. Notice the building at the left—no doubt the home of the children, and where they will nurse the wounded lamb. The house has a double door, the upper part of which is thrown open so that we cannot see it. Notice the suggestive background of the scene. The mountains, towering higher as the view recedes, tell us of a wild mountainous country, such as we usually think of in connection with sheep. Note the narrow path or trail winding along the mountain side, adding to the picture another touch of naturalness and charm. The whole is a beautiful portrayal of childish sympathy with a wounded pet, of love, and interest in another's misfortune, and of the way children will respond to the call of distress.

#### Questions for Study.

What has happened to this lamb? How do we know that it has been hurt?

How does the girl hold it? Who have gathered about her?

How do the children show their concern about the lamb?

Do you think they sympathize with it? How do they show it?

What is the other sister doing? What look has she in her eyes?

What is the elder brother doing? Does he take an interest in the lamb? How does he show it?



What has the younger brother in his hand? What was he probably doing before his sister appeared with the lamb? What did he then do?

How do we know that the lamb has been treated as a pet by the children?

Do you think they feel more grieved because the lamb is a pet than they would otherwise feel? What kind of children are they if they make a pet of a little lamb and feel so sorry when it gets hurt?

Do you think they are kind-hearted children? Do you think they are good to all their pets?

Do you like the way the artist has represented these children? Are they natural? Are they attractive? What do you think of the youngest one? Does he seem to be a beautiful child? Does he look natural as he stands there with his hands behind him holding the string fastened to his toy?

How are the children dressed?

Do you think the lamb would make a pleasing pet? Would you like to have such a pet? Did you ever see a lamb? Did you ever have a pet lamb?

How and where are these children grouped in the picture?

Is the grouping natural? Is it artistic? Well balanced? Has the picture unity? Why?

What do you see in the picture besides the children? Where is the strong light and where the shadows?

Is the shrubbery beautiful? What makes it so? What do you see on the left of the picture? What do you think this building is? What kind of a door has it?

What do you see in the background? What do the mountains show us regarding the country? Is it the kind of country in which sheep are often raised?

What do you see winding along the mountain side? Does it add to the naturalness of the picture?

Do you like this picture? Why do you think it is an attractive picture? Does it teach us any lesson? Does it increase our sympathy for wounded animals? Does it make us feel more tender toward the weak and helpless?

#### The Artist.

Johann Georg Meyer, better known as Meyer von Bremen, because his birthplace was the city of Bremen, was born October 28, 1813. He was a pupil of the Dusseldorf Academy, where he studied under the artists

Karl Sohn and Schadow. At that time Dusseldorf was the most famous art school in Europe. At first Meyer drew the subjects of his pictures from the Bible, but after a journey through the mountains, where he studied the peasants, he adopted a different style, and began to paint pictures which showed the every day life of the people he had known and studied. Thus he became a popular genre painter. In 1852 he settled in Berlin, of whose academy he became a professor eleven years later. He also became a member of the Amsterdam Academy. He received a medal at the Centennial Exhibition in Philadelphia in 1876. His pictures, which are nearly all small in size, brought high prices during his lifetime. Many of the best of them now are owned in the United States, especially in New York and Philadelphia. A picture called "The Letter," is in the Wolfe collection in the Metropolitan Museum in New York. Meyer died in Berlin, December 6, 1886.

## Tributes To Human Power

A Commencement Program Number By Sister M. Borromeo, O. S. D.

A collection of eight excellent short essays or recitations, as follows: (1) "The Symbolism of Sceptres;" (2) "Broken Sceptres;" (3) "Lofty Flights;" (4) "A Noble Character;" (5) "Brain Power;" (6) "Heart Power;" (7) "The Power of the Soul;" (8) "The Power of Perseverance."

(Original and Adapted)

### I. THE SYMBOLISM OF SCEPTERS

We have not spent so many hours over the pages of history, and the stanzas of the poets, without learning the value of what the world calls power. Each of us aspires to a sceptre. Be the domain great or small, we want to rule; not over nations, indeed, but over society, over homes, over hearts.

"Have we counted the cost of a sceptre?" No; no one can anticipate the cost. If the scepter be real, it will be worth the price, though the price be years of sorrow and of pain. The gold of which it is made may be fire-tried; if so, the more reason for gracing the point with a star, a star of hope, for subject and for ruler.

The sceptre is an emblem of many benign qualities. A promise of many bountiful blessings, as well as the security of a domain, and the safety of its king.

Sceptres are God-given. Whether they are to become magic wands of blessing or rods of chastisement and woe, depends upon the good will of the bearers. Our aspirations after power need to be curbed, until we have learned how to wield power so that the scepter shall not, in our hands, become evil and destructive, but beautiful and creative. Choose the sceptre that you most desire, and on this occasion pay it your tribute of sweet words and still sweeter flowers, but remember that its weight is to be truly known only when it is really grasped.

I will begin our garland with a tribute to the power of God; the power that created the starry universe out of nothing; the power that has placed angels on high, and man next to the angels; the power that holds all other powers, of nature or of grace, in loving but invincible restraint.

### II. BROKEN SCEPTRES

No doubt, there are many among my hearers who have, at some period of life, had an extremely vivid dream, the one, among many idle dreams to have an interpretation. May I tell you a dream?

I stood by the waters of a lake, the misty further shore seemed like a cloud-bank miles away. It was a cold, gray morning, and a feeling of discomfort pervaded my physical being; my mind was clogged with unavailing desires. Suddenly the clouds broke, the sun appeared, the mists were lifted from off the lake, and, at my right hand, I beheld a lofty mountain, its crags and peaks bathed in sunshine. As I gazed on its grandeur there arose, from its highest point, an eagle. Oh! what sweep of wing; what

stately poetry of motion; what majesty of audacious daring! "Were crags and peaks not lofty enough for thee? Doth the sun itself tempt thy wing?" I cried. But—what is this? The flight is irregular; the noble creature trembles in the air; his wing fails him; he who is won't to fly heavenward is falling to the earth! Ah; he is wounded! He falls, but he does not die; it were happier to die, for he beats the earth with helpless, fretful wing, and none come to succor him. For, what creature knows the eagle? What creature has with him a bond of sympathy? Those of the same kingdom as he have seen him, in majestic repose on some towering crag, or have watched, with the fascination of horror, his pursuit of his prey. He has lived alone on his distant, cloud-capped heights; now, that he is wounded and fallen, who cares for him? Even in his helplessness, he is an object of fear, for, though wounded, his beak is fierce and one wing is strong. Then, with a limitless lake before me, mountain wilds on every side, and the conquered eagle at my feet, I awoke and questioned the meaning of my dream. "The fate of the powerful" were the words that rang in my mind. I recalled the great ones of earth, and everywhere I saw wounded eagles, dying alone. Kings, alone, though surrounded by courtiers; generals, alone, though brave men were on every side, and, more lonely than any other, the unsuccessful or conquered man. How often the eagle of my dream had soared to exultant heights, and, as he sat in his majesty, on his rocky throne, looked down upon the earth spread as it were, a panorama at his feet. What cared he for human pageants and displays? He was above their glittering tinsel hollowness; they were not for him, he was sufficient to himself. What matter though nature advanced not to offer him gifts? His lofty place gave him space to see them, and his strength the power to take them. Did his appetite demand the rarest bird in all Nature's realm? With one bold, voracious, but grandly graceful sweep of flight, he took it. Yet, a day came when a power greater than his shattered his wing, and made of him a wounded, crippled, forsaken creature whose only hope was to die. Sad, to have dwelt so near the sun, and then lie low on the cold, unsympathetic earth; sad, to have taken such delirious flights and then lie motionless, but saddest of all to be utterly alone. Other eagles will not leave their cloud-embowered homes to rest beside this maimed creature, and birds of another feather are rather rejoiced, than otherwise, at this fall of the mighty. "He was an audacious, selfish bird of prey." They say of him, and then ask, "What was the purpose of his flight towards the sun?" "Was it love of light?" Rather was it, that, poising above some inferior bird, he might make it his victim, carrying it aloft only to destroy it.

"An eagle dwelling among towering crags and lofty peaks" sounds poetic, but in plain prose it means, that the blood of victims washes the rocks, and that the life of simpler creatures takes its departure from the mountain-top which power, rapacity and cruelty have reached.

"It is retribution," the world cries out, "that your eagle has a wounded wing, and has fallen to the earth. Let him die and be forgotten, or remembered only to be abhorred!" My companions, choose, if you will, to be powerful, but remember your possible fate. To man's misguided power,

I can offer no praise; to God's power an offering has already been made. To help form our garland, I pay a tribute to the wondrous power of human nature when in subjection to God.

### III. LOFTY FLIGHTS.

How miserable a thing it is to be always on the level of extreme common sense! The wounded eagle was once able to face the sun, and scan the earth; he once had power over all other feathered creatures; he could leave all lowly things and sit aloft in serene repose; he was sufficient to himself. It is true that he is wounded—is forsaken—it is the price of what he has enjoyed, doubtless he finds it none too great. Think of the career of an Alexander, a Caesar, a Bonaparte—what if they were wounded eagles at the last? Was not the flight glorious? Was it not worth the beating of earth with helpless wing to have, at one time, soared so high? I admit that eagles are birds of prey, and that, in soaring above the clouds, they show only the bright and silvery side of wings that are awful in their gloom, when swooping upon their victims. It is true, also, that gazing upon the sun blinds one to the misery upon which that same sun shines. Still, the flight symbolized by that of the eagle is grand, and some are called to take it. I still cry out, "Eagles forever!" Be they the symbols of Greek heroes, Roman conquerors, Spanish chevaliers, British captains or Scotch and Irish chieftains. My tribute is paid to the man of lofty flights—be he a southern Lee or a northern Grant, be he Jefferson Davis or Abraham Lincoln. If he has enthusiasm, if he believes in something heartily enough to fight and to die for it, he has my admiration and my part of the offering.

### IV. A NOBLE CHARACTER

The young ladies who have preceded me, have dwelt too much on abstractions. I advocate the consideration of the concrete things which give power, and I regard a noble character as the greatest of these. Emerson says that men of character are the conscience of the society to which they belong.

Stupendous is the power of conscience. Immeasurable then is the power of the man of strong character.

Men of character are, as it were, the electric lights of the moral world, shedding a calm radiance in every direction; they are the motive power that impells the physical forces of mankind; they are the embodiment of the noble principles that should actuate the intellectual life of their fellowmen. Have you ever beheld a stag in the midst of a herd, erect, grand, superior to all the creatures near him? So I picture to myself the man of character among his fellowmen, occupying the highest place; commanding the admiration and respect of lesser men; ready at any moment to take the lead, if danger approaches.

The mighty leaders and rulers who have won thrones, instead of inheriting them, were men of character; there is no acquired power without character. We girls, like all our race, aspire to power, in some kingdom, great and glorious, or small and insignificant, we wish to rule. If we desire likewise that our reign shall be beneficent, we will form our character accordingly.

A more prolific source of evil in society can not exist than women of weak character. They may recognize by their excessive regard for the mandates of fashion, their simpering airs and their ape-like tendency to imitate. A man has need of character, because he must face a thousand intellectual dangers and spiritual snares; he must fight his way, win his home, protect his family and his country. Woman has not less need of this inexpressible something that makes the difference between the weak and the strong, for she has the power to degrade or to uplift the man.

The sceptre I desire is the power of a noble character. From this comes the ability to impress all that one touches, to work some worthy change in every being with whom one comes in contact, to mould circumstances to some high purpose, to turn failures into successes, to make of humiliations a triumph, and to glorify a common-place life.

Nothing can crush a woman of noble character; poverty but calls forth her latent energy; want of sympathy from fellow beings turns her to God, suffering sanctifies her. Here is my tribute, I glory to place it in our garland, in memory of grand, heroic women of noble character who, though the world knows them not, have blessed the world

and by their presence in it, have made it a nobler and a happier world.

### V. BRAIN POWER

As we scan the earth with the eye of the imagination, what do we behold? The ocean conquered; the mountains tunneled; the lightning enslaved! And how? By the thought of man.

Said Hannibal, "I will scale the Alps; I will make my army victorious in Italy." All nations in all times since, have admired, with a sort of awe, the spirit of the man, and the greatness of his mind in conceiving this project. Now we may speed through those very same mountains in a palace car, and, such mightier things hath man accomplished, feel neither awe nor wonder.

A noble character does not necessarily imply the possession of great intellectual faculties, still we can not conceive of such a character without considerable brain power to aid in its development.

Brain power is the power, whatever may be demonstrated of the others; they may be great and desirable, but they are inferior. God is God, because He is the supreme intelligence, because He is the infinite Mind.

Proud ships carry priceless cargoes of life and freight across the restless sea; rushing trains bear the same over hill and plain; the streets of our cities know no night, and our citizens know no distance, since electricity has made swift communication possible. What has worked these and a thousand other marvels? The mind of man.

Who are the real kings in our day? The scientists, the inventors, the men of mind. The body guard and the standing army, as it were, of these kings are the journalists. In the realm of literature, it is not possible to estimate the power of the brain. Of books only God knows the number, and, certainly, only God can estimate their power for good and evil.

Men of brain, men of intellect, keen inventors, wise discoverers, might law-givers, generals on the battle field and counsellors in the cabinet, to you I pay my tribute of admiration, hoping that, if any power is to be mine, it may be the power of mind over matter.

### VI. HEART POWER.

Is it not a glorious thing to be a leader? A glorious thing, while facing a great enemy, to listen to the hot, panting breath of your followers, knowing that if they win in the struggle, it will be because they followed you.

Priceless are bleeding wounds, if gained in a battle where you have led others to victory—a victory that means the triumph of right and justice, the protection of home, or the preservation of freedom.

Grand is it, also, to lead in peaceful pursuits—to be the one to lay the corner stones of schools and churches, of hospitals and asylums; to be the founder or promoter of associations and institutions for man's education and advancement; to be the one who speaks the timely word and extends the helping, guiding hand. Be the army one of strife or of peace, the leader does most of the work, since, without him, all the others would be idle, or their efforts ineffectual.

Wherein lies the leader's power? Is it in his "lofty flights," his "noble character," or his "brain power"? I say it is in none of these alone; he leads in-so-far as he displays heart power! No. You can not silence me by recalling Caesar, or Alexander, or Napoleon. They had heart power, and it was that which gave them success. Little use for Caesar to cross the Rubicon if he were to meet no friends in Rome; the Romans did not then fear Caesar, they loved him; they were held by his heart, not by his head.

Alexander made himself a Greek to the Greeks; this was the secret of his success. The brain conceived the idea of world-victory but his heart accomplished the deed.

Napoleon was ruthless and cruel? Perhaps. But his soldiers loved him? The appearance of the "Little Corporal" always excited the wildest enthusiasm among the troops. It was because of the great heart of the man. We know that his ambition could conquer his heart, but there was a mighty heart there to be conquered—only the ambition of a Bonaparte could conquer the heart of a Bonaparte.

The inheritors of thrones have often been heartless men, but the winners of thrones, the winners in any cause, the men of real, personal power, have been men of loving



natures, of great and affectionate hearts. I do not say that heart power has always been well directed, nor that it has always affected good in the world. The heart is almost as unruly a member as the tongue, but I do claim that it is a great, an almost invincible power in the world, and that, without it, no permanent good has ever been done in government or in conquest. Never yet did cold intellect lead in battle, or win in civic games, for without enthusiasm, it is impossible to inspire one's followers, and enthusiasm has its birth in the heart.

Never yet did intellect alone create a nation or build a home; never did intelligence, without heart, write a great poem or deliver a grand oration.

Power of heart? Oh, for a woman, is it not everything? Does it not make her a light to the eyes of others, a sweet melody to their ears, a comfort to their spirit, a counsel to their mind? Does it not make her the friend of her people and the queen of her household? For woman, life's value depends on heart power, and her eternity will be measured by it.

Equality of the sexes? What folly people talk. Let man excel in intellectual attainments; let him think his grand thoughts and make his grand plans, and then lean on woman's heart for comfort and support. Pit woman's heart power against man's mind power, and where will the palm of superiority rest?

Alas for the woman who hopes to find happiness in exerting the power of mind over matter. Let her put heart in her looks, her words, her deeds—and other hearts will respond, giving her of their riches, their joy, their delights, here on earth, and blessing here for all eternity.

Reverently, I place my tribute to the honor of men of noble minds and women of true, loving hearts.

## VII. THE POWER OF THE SOUL.

To endure—like the oak that bends beneath the Storm King's fury, but does not break—bends to the storm to rise stately and grand in the sunshine.

To endure—like the hoary mountain top over which winds have swept, and torrents have fallen, without moving a rock, or wearing a channel.

"To endure"—who grasps the full significance of the phrase? To be strong—silent—GOD-LIKE. Oh! this is a power that has no illusions, and presents no dangers. The ambitious may have it—if so, it is their noblest possession; the successful must sigh for it, since success is not happiness, and none need endurance so much as the unhappy. With the wretched and miserable, it ranks next to hope; despair can not conquer it, and pride can not assail it.

It is a power that must be acquired—it is not a gift of Nature, nor the free fruit of grace; it constitutes the muscles, as it were, of the soul, and is made strong only by exercise. There is an intense brightness about it, and it radiates a gracious warmth. He who endures sorrow and pain, injustice and unmerited disgrace, without murmur, without rebellion, without faltering or weakness, is a fire to his own hearthstone and a sun in the firmament of his neighbor's life; a beneficent, fructifying light and warmth on earth for the growth of glorious spiritual and eternal fruits.

Endurance is not a modern power; the men and women of our day do not believe in it. Sorrow is shunned; grief must be drowned; pain must be dulled—to bear these things—to rejoice in them even, might have been pleasing to old fashioned saints, we moderns will have none of it!

In the heat, enthusiasm and excitement of battle we can fight, but cool, calm endurance is too much for our spiritual weakness. We think we can not, because we will not endure.

Courage unhesitatingly faces danger; but it is a greater courage that endures, without murmur, the wounds which danger has inflicted.

Boast not to me of your great men, of their intelligence, their inventive faculty, their genius for literature and art—these things were given them. Great? Yes—in borrowed glory! But recall to me a martyr in the Roman Amphitheatre, a Father of the Desert, a saint of medieval times; show me the man who has endured! He is "great," with a greatness all his own, for endurance is not a given but an acquired power, conferring not a borrowed, but an intrinsic glory.

Noble fact for us to hold in mind—endurance is much more the power of woman than of man, and by it she

attains the zenith of her sex's glory, for wherever there is a cross, she stands at the foot of it, and wherever there is a sepulchre, she comes to push away the stone, and finds Angels to help her. To the silent sufferers of pain and to the patient bearers of burdens in every age and clime, I offer my tribute, praying God to grant us all the noble Power of Endurance.

## VIII. THE POWER OF PERSEVERANCE.

"Into every life there comes struggle, labor and warfare. Nothing is given us for which we have not repeatedly, perseveringly reached and called."

"Ask and you shall receive" are God's words! Only a divine generosity could make such a promise. The world withholds the thing we want and we obtain it only through strife; heaven offers the thing we need and we gain it only by spiritual warfare. Herein lies the necessity of a power surpassing all the others that you have described, namely, the power of perseverance.

There was a time when the earth was a radiant star in space—its beauty was as the fire beauty of the distant suns that illumine our midnight sky; it was a gleaming message from God, a glowing prophecy of grander things than the universe had ever known; forces of stupendous strength and activity were at work fitting it for the fulfillment of its magnificent destiny. And when it ceased to glow, when its fires died out, the same forces, under other forms, clothed our globe in beauty and made it the home of man. In studying these forces we are struck by their unceasing activity. They never sleep—never rest. Within the fire globe they concentrated and burst forth in due time, in sublime confusion, piling Alps on Alps to the smoke laden sky. On the surface they expanded the vapors into cloud forms and then attracting them again, caused the fall of hissing, seething rain. Ever acting, transforming, condensing, expanding—until the day when God looked upon the earth, and pronouncing it "good," these forces were set to evolving the growth of organized living beings. And never since has there been rest. The spring time comes, there is a quiver in the breast of Mother Earth, she thrills at the power of the sunbeam, the sap starts from root to branch of tree, and shrub and flower. Unceasingly the forces act, until from leaf to flower, and from flower to fruit, the yearly miracle is wrought. The sprouting seed, and later, the golden grain, are but another manifestation of untiring action.

Think of the dread consequences, if one of the mighty forces that act in space, keeping the myriads of worlds in harmonious, unvarying motion, were to cease to act; were to stop, for a single instant, any planet or sun in its path—destruction, inevitable, firey and universal, would result.

To what is the harmony of nature due? Why have we perseverance in the midst of change? It is the law—the forces persevere—they do not pause or rest, much less do they cease to act.

Any force that comes under man's control is effective only insofar as man perseveres in its application to some particular purpose.

And so, likewise is it with the intellectual and moral forces of man's own nature and being. They accomplish a grand work only when used perseveringly. Why rouse oneself to look forth upon the world with beaming, eager, questioning eye; why feel one's entire being thrilling with life and energy, and, then, at the first obstacle, the first word of opposition, fall into apathy and despair? Lacking the power of perseverance, we lack the chief element of success and happiness.

Your mind is soaring towards highest aims, your heart is exulting in its latent powers? You are girding yourself for conquest? Those aims will never be attained, those latent powers will never be used, that conquest will never be gained, if you have not the power of perseverance.

If you wish to die on one of earth's glorious battlefields, crowned for the victory you have won with hero's sword, or poet's pen, with artist's pencil, or orator's mighty word, you must persevere. The basis of all true success is labor; its crown is perseverance.

Power is sweet; all would be numbered with the strong, but, remember, whatever the power you wield, the necessity for perseverance is the same. There can be no halting, no rest; the sceptre must not be laid aside for a single short moment; the eagle must not be tempted to alight for a single instant in the valley; the creature on wings must always take an upward flight, of unwearying aspira-

tion; a noble character must not, for even one of the many hours of life, cease from striving against injustice and wrong; the brain must not cease to think high thoughts, nor the heart to love high things. As for the power of resistance and the power of endurance, you readily see that they are worthless without perseverance, for this is the highest of all powers, the grandest, the strongest, the most effective, the most God-like!

We will sever our beautiful garland (takes it up), and distribute its bright links (distributes them). They are emblematic of the grand aims that have animated our hearts, of the high hopes that at this moment thrill us, of the call that is to come to us from God, and of the power that is to be given us to respond, to act, and to persevere. When eternity open for us its vast portals, may we stand before the throne of the Most High, and weave there an imperishable garland of heavenly beauties and realized ideals.

The above is one of the six new entertainment numbers by Sister M. Borromeo, O. S. D., recently published in book form. All six may be had for 30 cents; two copies of each for 50 cents. Remit to the Catholic School Journal, P. O. Box 818, Milwaukee, Wis.

### GEOGRAPHY OF A CONTINENT

(Continued from page 63)

es drain the Kongo State, and parts of West Kongo and Portuguese West Africa."

Thus far in the discussion outline maps have been referred to frequently. It must be understood that they are used as a means to an end and not an end in themselves. Map construction without map interpretation is useless as far as lasting results are concerned.

(Outline Maps, also a series of Geographical Pamphlets on "Important Topics in Geography," by Douglas C. Ridgley, "General Circulation of the Atmosphere," "Rainfall of the Earth," "Vegetation Zones of the Earth," may be had of McKnight & McKnight, Normal, Ill.)

A New York teacher writes: "The \$1.00 we pay for The Catholic School Journal gives us the greatest value of any money expended by the School."



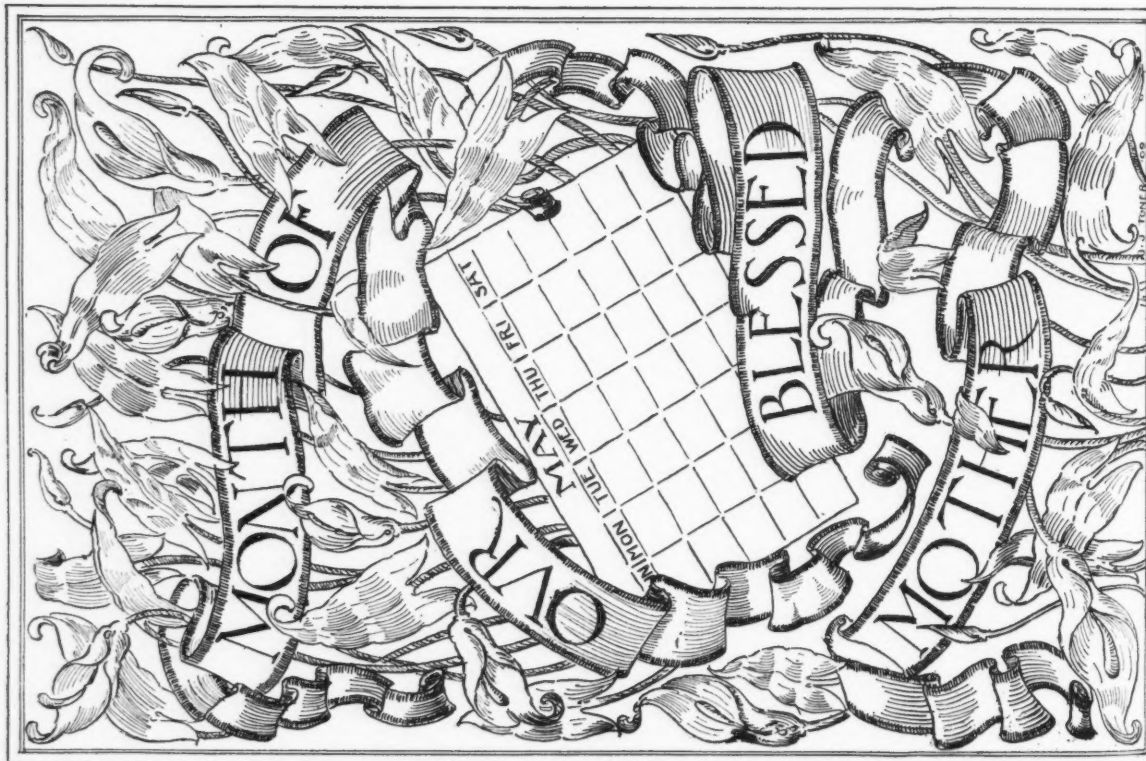
The states of the far northwest have witnessed great development in all lines during the past ten or fifteen years. With the extension of railroad lines, the opening up of natural resources and general growth of business has come corresponding activity in the educational field. In this connection it is pleasant to note that the Catholic schools in this great spread of country have kept pace with the secular schools in material advancement as well as in efficiency. The above is a type of one of the newer Catholic schools in the northwest country, Holy Names Academy and Normal School of Seattle, Wash. This institution is not only imposing architecturally, but in arrangement and equipment it is regarded as a model educational structure. The school is in charge of the Sisters of the Holy Names, and has an attendance of about 400.

Teacher—Johnny, did you write your composition?

Tough Boy—Sure, Mike; here it is.

Teacher (reading it)—This is very badly written and the composition is terrible. I've a good mind to write your father about it.

Tough Boy—Do it, I don't care. He wrote it.



Blackboard Calendar Design For Month of May.

## The Literature Class

### REV. FREDERICK WILLIAM FABER A GIFTED CATHOLIC WRITER.

Frederick William Faber was the son of Thomas Henry Faber, Esq., whose family was one of those who took refuge in England on the revocation of the Edict of Nantes by Louis XIV. He was born on the twenty-eight of June, 1814, at the Vicarage of Calverley, in the West Riding of Yorkshire. He was baptised on the twelfth of August, in the parish church of St. Wilfrid.

From his earliest years Frederick Faber gave promise of remarkable power of mind, and his talents were carefully fostered and developed by his parents, both of whom were persons of considerable ability.



The power and peculiarity of his character manifested itself at an early age. Ardent and impulsive, he entered upon everything, whether work or play, with eagerness and determination; and whatever he took up was invested with an importance which led him to speak of it in somewhat exaggerated language. Those who watched with pleasure the development of the remarkable gift with which he was endowed, predicted a successful career for the eager and earnest boy.

#### His Love of Nature.

One of the principal ingredients in his character was the poetical element, the development of which was materially assisted by the beautiful scenes which his infancy and childhood were passed. It was his chief delight to wander, for the most part alone, among the hills and lakes, his rambles sometimes extending over two or three days. He describes himself in "the golden hours of school-boy holidays," as—

"Thoughtful even then because of the excess  
Of boyhood's abounding happiness;  
And sad when'er St. Stephen's curfew bell  
Warned me to leave the spots I loved so well."

At Oxford, we are told, his prepossessing appearance, his remarkable talent, and gifts of conversation made him a general favorite. Innocence and joyousness of life were his at this period, and his friends bear testimony to his blameless manners and the purity of life, "which by the grace of God he preserved unstained."

When he came into residence at Oxford, his religious ideas has assumed a very definite shape. How deeply the truths of religion possessed his mind appears from his hymn, "The God of My Childhood," which expresses a continua lense of the presence and providence of God. It also refers to the teachings of his mother,—the sweet and wondrous thing on which he loved to dwell,—and

gives evidence of her love for him in this verse:

"They bade me call Thee, Father, Lord!  
Sweet was the freedom deemed,  
And yet more like a mother's ways  
Thy quiet mercies seemed."

From the time of his arrival at Oxford, he attended the services at St. Mary's, and soon became an enthusiastic admirer of the Rev. John Henry Newman, then vicar of that church; and whom, after years of prayer and study in the pursuit of truth, he followed into the Catholic Church, "whose glory it is that she could equally satisfy the mighty intellect of the one and the sensitive heart of the other."

#### His Conversion to Catholicism.

By his conversion to the Catholic faith, Faber's life was divided into two parts, widely distinct in character. For thirty-one years he belonged to the Church of England, and though his religious opinions underwent various changes, he did not withdraw from her service until the moment when his connection with her was severed. Oxford was his home for many years, and the object of his most affectionate reverence. His friends were chiefly of the Tractarian party, of which he became one of the most zealous adherents.

These ties were broken by his conversion. It made him a stranger to the University, which he regarded as a mother, and to those whose confidence and love were among his dearest enjoyments. Only a few of his immediate friends took the same step as himself, and even from those he was separated by circumstances in after times. The second period of his life was spent principally in the foundation and government of the London Oratory. There he found his true vocation; it was a work after his own heart, and his labors in it were abundantly blessed. It was to him, as he once wrote, "the happiest place out of heaven."

Faber's influence extends far beyond his native land; his works have been translated into many European languages; his words sink into the heart and have moulded the character of Catholics everywhere; his voice brings comfort to the mourner, courage to the faltering, peace to the troubled, strength to the weak. His humility is a standing reproach to our vanity and self-conceit; his tenderness and forbearance contrast painfully with our roughness and impatience; his penances in the midst of a life of continual physical suffering, shame our cowardly self-indulgence; but above all, his zeal for the glory of God, his thirst for souls, and his devoted charity have left us an example which is ably summed up in the words, "He served Jesus out of love."

Thus passed a rarely beautiful life of devotion to sacred duties, charity to fellow-men, and physical sufferings—a laborious life of writing, preaching, composing, lecturing, guiding of souls, and directing of the Oratory until his peaceful and edifying death in 1863.

From the beginning of his literary career it was recognized that Faber was a poet. When he confided to Wordsworth his intention to enter the ministry, the poet replied, "I do not say you are wrong; but England loses a poet."

#### Some of Father Faber's Works.

His "Hymns," many of which are found in nearly every collection of sacred lyrics, represent, in their heavenward aspiration and spiritualizing influence, the poet's eminently Christian spirit and deep concern for his soul's salvation. He published two volumes of poems, called respectively, "The Cherwell Water-Lily" and "The Styrian Lake," so named because "The Cherwell-Water-Lily" and "The Styrian Lake" are the initiatory poems. Another poem of great beauty, and his most pretentious, bears the title, "Sir Lancelot." It is drawn from mediæval sources, and is unusually rich in symbolism. Among his numerous prose works are "All for Jesus," "Growth in Holiness," "The Blessed Sacrament," "The Creator and the Creature," "The Foot of the Cross," "Spiritual Conferences," "The Precious Blood," "Bethlehem."

Faber's merit, and the chief excellence of his writings, consist in this: that he deals with man in his relations with the Creator and with the channels of grace established by the Creator. There is an undercurrent of purpose moving along in silence, but with irresistible force, collecting and harmonizing the vast wealth of thought and imagery that floats through his richly endowed mind, till it asserts itself in a powerful effort to lift man up out of the plane of his fallen human nature into the sphere of the supernatural, and to place him nearer his God by



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### Some Literary Estimates.

The Anglican Church, in losing Faber, lost one of her most zealous ministers; but, at the same time, Catholics throughout the English-speaking world, in gaining him, gained one of the sweetest singers of the Church's mysteries, her sacraments, her saints, her ceremonies, and her glories. \* \* \* So beautifully does he sing at times that it would seem as though in him heaven and earth came nigh, and he heard the waves of time as they pulsed on the shore of eternity.—**Ibid.**

In his hymns commemorating the saints, the poet makes them our companions; he strikes the bonds of harmony and unison between them and us; his words inspire confidence in them; and we feel the intimate union there is between heaven and earth. But it is in speaking of the Queen of Saints that the glow in his heart especially shines in his verses. Some of his best and strongest flights are in praise of the Blessed Virgin Mary. His devotion to her is unbounded. He knows that such great love is displeasing to his fellow-men outside the Church. But hear how beautifully he pleads his case:

“But scornful men have coldly said  
Thy love was leading thee from God;  
And yet in this I did but tread

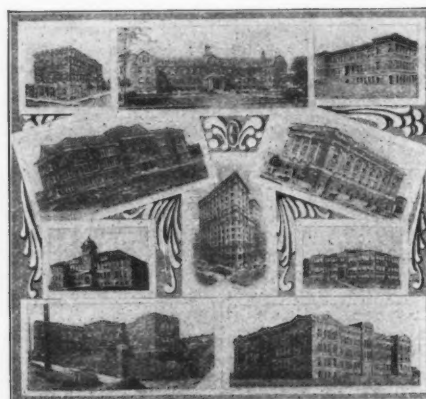
The very path my Saviour trod.  
“They know but little of thy worth  
Who speag these heartless words to me;  
For what did Jesus love on earth  
One half so tenderly as thee?”

—**Brother Azarius.**

The Civiltà Cattolica considers “The Foot of the Cross” one of the best books ever published on the Dolors of Mary, and styles of Faber, the eloquent writer of ascetical works, which unite the most mystical devotion to the most profound theological meaning.

Many of the characteristics of Faber's writings appear on the surface; but there are others which only a thoughtful investigation will discover. His intimate knowledge of the human heart and its workings is seen in all his books, but more especially in “The Foot of the Cross,” which treats of sufferings, as well as in “Growth in Holiness,” and the “Spiritual Conferences,” which display a remarkable familiarity with the ingenuity of men in deceiving their consciences.—**John Edward Bowden.**

“There is not a page of Father Faber, whether it be severe or sparkling, in which we do not discover the saint, the man who never wrote or put forward a single line to recommend himself.”—**Le Monde, Jan., 1864.**



The above group picture shows several modern school building designs. Much attention is now paid to sanitation and lighting in school buildings. Enough windows and the proper placing of them is what is insisted on now instead of undue attention to ornamental effect, as of old. Modern window fixtures made by R. R. Johnson, 154 Randolph street, Chicago, are used throughout the buildings here pictured. In the top center is the new Ephpheta School for the Deaf of Chicago. Miss Larkin is the head of this Catholic Institution, speaks highly of the Johnson fixtures as aids to proper lighting and ventilating.

### SOME RECREATIVE EXERCISES.

A good general exercise to enliven the children when they get dull, or amuse them when they become restless, is to describe an object that you have in mind for them to guess. Then let some pupil describe an object for the others to guess. Another is to make puzzle words by placing the letters of a word promiscuously upon the board marking the first letter, and let them make out the word. Another, which they will like very much, is to give them something to talk about, some object with which they are all familiar, and let them tell stories about it.

—"Classroom Worker."

### HOLD TO YOUR IDEAL.

Did you ever notice how much better you feel after having done a superb piece of work, how much more you think of yourself, how it tones up your whole character? What a thrill one feels when contemplating his master piece, the work into which he has put the very best that was in him, the very best of which he was capable! This call comes from obeying the natural law within us to do things right, as they should be done, just as we feel an increase of self-respect when we obey the law of justice, of integrity within us.

A famous artist said he would never allow himself to look at an inferior drawing or painting, to do anything that was low or demoralizing, lest familiarity with it should taint his own ideal and thus be communicated to his brush.

There is everything in holding a high ideal of your work. Hold the idea of excellence, constantly in your

mind, for whatever model the mind holds, the life copies. What we think, that we become. Never allow yourself for an instant, to harbor the thought of deficiency, inferiority.

Reach to the highest, cling to it. Take no chances with anything that is inferior. Let quality be your slogan.

—Orison Swett Marden.

### SEVEN RULES OF TEACHING.

1. A **teacher** must be one who knows the lesson or truth to be taught.

2. A **learner** is one who attends with interest to the lesson given.

3. The **language** used as a medium between teacher and learner must be common to both.

4. The lesson to be learned must be explicable in terms of truth already known by the learner—the **unknown** must be explained in terms of the known.

5. **Teaching** is arousing and using the pupil's mind to form in it a desired conception or thought.

6. **Learning** is thinking into one's own understanding a new idea or truth.

7. The **test and proof** of teaching done—the finishing and fastening process—must be a **re-viewing, re-thinking, re-knowing and re-producing** of the knowledge taught.

—John M. Gregory.

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Catholic School Journal—May

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### The Largest Libraries.

Within a few years the library of Congress will occupy the supreme position in numerical strength among the libraries of the world. It now ranks third with the Bibliotheque Nationals and the British Museum holding first and second positions.

The annual report of Librarian Herbert Putnam has been submitted to Congress. It shows that in the year 1909-10 there were added 90,473 volumes, making the total possessions of the library in printed volumes 1,793,158. There are 118,165 maps and charts; 517,806 volumes and pieces of music, and 320,251 prints. During the period of 1905-09 the additions to the British Museum are stated to have been 149,464; to the Bibliotheque Nationale 16½,634, and to the library of Congress 425,925. Librarian Putnam argues that from these comparisons the congressional institution will surpass its two rivals within a few years.

### A Nun for Seventy Years.

Mother Madeline, a member of the order of Mount Carmel, who died a few days ago in the convent of her order in Thibodaux, La., was one of the oldest nuns in this country. Known in the world as Arthemise Seely, she was born in New Orleans, May 18, 1816, and on Feb. 27, 1840, entered the convent, being the sixth subject received by the Sisters of Mt. Carmel, following their introduction into New Orleans. Seven years ago she became

an invalid, owing to a fall. She was noted for her remarkable memory, which she retained to the last.

If a growth is a true indicator of a business man's success, the business of Isaac Pitman & Sons has been and is remarkably successful, for the New York offices will be removed on April 25th, to greatly enlarged quarters in the new Putnam Building, 26 W. 45th St., that city, a striking demonstration of the development of this business during the past twenty years.

Those who know the firm, realize that its success has been largely due to the indefatigable efforts of its manager, Clarence A. Pitman, who has kept the publications of the firm he represents before the public in a way to insure recognition.

German geographers are eagerly discussing a lecture just delivered at Christiania by the celebrated diplomat-explorer Dr. Fridtjof Nansen on "Who Is Entitled to the Credit for the Discovery of America?"

Dr. Nansen's fellow geographers in Norway never have recognized Christopher Columbus. They have pinned their faith in a reputedly reliable historical document handed down by the Iclander Eric the Red, according to which America was discovered by an Iclander, Leif Ericsson, 500 years before Columbus first crossed the Atlantic.

Iceland in ancient times belonged to Norway, which was so convinced of

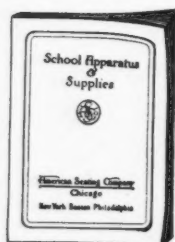
Ericsson's achievement that a monumental statue of him was erected.

Dr. Nansen astonished his audience by announcing he fully disagreed with the hitherto prevailing Ericsson theory. He affirmed he had come to the conclusion that Columbus' claim was indisputable. He reduced the story left by Eric the Red to the proportions of an ordinary fable, and declared it was only entitled to consideration as such.

Bishop Morris of Little Rock, has issued a pastoral warning parents against permitting children to habitually attend the moving picture shows.

The Rev. B. S. Conaty, of the Sacred Heart parish, Worcester, Mass., has established for the Sunday school children the "missionary Sunday" idea. Each month the children will be encouraged to bring sacrifice offerings which accumulated, will be applied to the support of a Chinese catechist, about \$11 a month.

Says The New Zealand Tablet: "His Eminence Cardinal Moran—easily the strongest and most commanding figure in New South Wales—is one of the standing wonders of Catholic life in Australasia. Now entering on his eighty-first year, His Eminence is physically and mentally as active and alert as the youngest of his priests. With His Eminence increase of power and vigor seems to accompany the gathering years.



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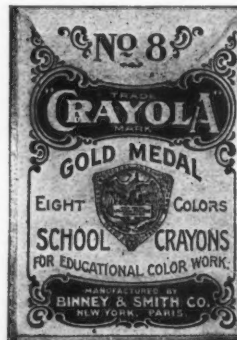
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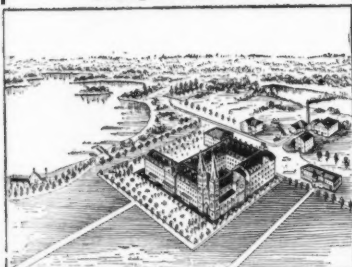
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In the death of Sister Benedict Joseph, familiarly known as "Mother Benedict," who departed this life at the Provincial House of the Sisters of Charity of Providence, Vancouver, Washington, April 7, the order to which she had devoted forty-seven years of her life sustained the loss of an honored and esteemed member.

The Dominican Fathers have inaugurated Catholic services at the University of Berlin. Attending this great university are about ten thousand students.

Schools having military drill or those intending to introduce same would do well to write to William Read & Sons, 107 Washington St., Boston, for circulars and special proposition for equipping cadets. For high school and academy boys, military drill is generally acknowledged to be most beneficial, giving them a bearing which is usually retained in after years. Read & Sons also carry a full line of athletic and gymnasium supplies.

There are over 500 universities and colleges in this country, twelve of them with over 4,000 students each, viz.:

Columbia, 7,500; Chicago, 6,000; Valpario, (Ind.), 5,500; Michigan, 5,400; Minnesota, 5,369; Pennsylvania, 5,350; Cornell, 5,200; Illinois, 5,100; Wisconsin, 4,500; Northwestern, 4,200; New York City, 4,000; Harvard, 4,000.

The numerical future apparently is with the state universities, of which

there are some thirty enrolling over 50,000 students.

Plans for the new school of St. John's parish, Bangor, Me., have been completed. They call for a \$75,000 building with all modern improvements and equipments.

### "CLOISTER CHORDS, An Educator's Year Book."

A new book by Sister M. Fides (Convent of Mercy, Pittsburg, Pa.), a well known writer on art, literary and educational topics.

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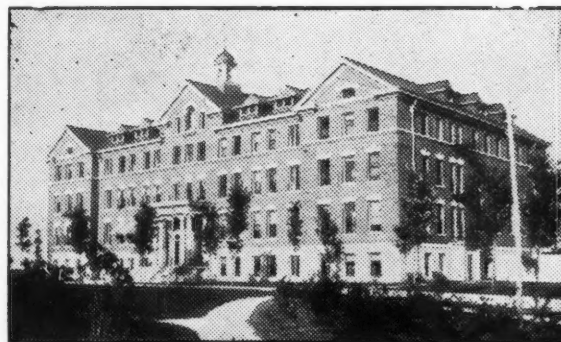
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### Summer School of Music.

Among the instructors at the National Summer School of Music to be held in Chicago July 31st to August 18th, we note the name of Rev. William J. Finn, C. S. P., organist and choirmaster of St. Mary's Church, Chicago. Father Finn is best known through his connection with St. Mary's boys' choir which has given concerts in all the principal cities. He will lecture on "Child Voice."

The engagement of Father Finn for this series of lectures should prove of interest to teachers in Catholic schools who are interested in music. The other lecturers on the programme

are well known in the musical world and the course as outlined is an especially attractive one. Circulars and information may be secured by writing to The National Summer School of Music, 2301-2311 Prairie Ave., Chicago, Ill.

Brother Leander, one of the best known members of the Holy Cross congregation, Notre Dame, Ind., died recently at Notre Dame university, after an illness of several months. Brother Leander was known to the world as James McLain, and was born in Pottsville, Pa., Aug. 1, 1842. Brother Leander was a veteran of the civil war and an active member of the community Grand Army post.

Entering the noviate at Notre Dame, Aug. 15, 1872, Brother Leander was professed Aug. 15, 1874. For twenty-nine years he was a prefect at the university. He also spent two years in Chicago, as an instructor.

As makers of good, reliable, moderate priced school furniture, the firm of Peter & Volz, Arlington Heights, Ill., have an enviable reputation. This independent and growing factory makes it a point to see that all school desks sent out on orders are in perfect condition, and they guarantee satisfaction on all purchases. Another strong point in the recommendation of this firm is their ability to fill orders quickly as their factory is so located as to be able to transfer to any of the many railroad lines running out of Chicago. No matter where your school is located, you will do well to write to Peter & Volz, Arlington Heights, Ill., for catalog and prices. Better get these now so that you can figure up your order before the rush later on. There is always a saving in buying direct from the factory.

### Money-Making Ideas.

An easy way of earning money for the school or church is to get someone in the parish to take a quantity of amateur photographs of groups of parish children, the pastor, the church and school, and special features of the town, the park, etc. These are to be well mounted on gray cardboard and shown from house to house by members of a special committee, who will take orders for them and deliver the finished pictures.

Still another easy way of raising money for the aid society is the Penny Party. Charge an admission of two or three pennies to the hall and have small tables with trifles to sell; cakes of soap, wash-clothes, tiny pin-cushions, iron-holders, dusters, little dolls, toys of all kinds and small portions of candy; charge five pennies or ten pennies for each article. Have a table with large cakes cut in slices and small individual cakes and serve tea with these, for so many pennies a cup. This idea can be carried out to any extent by having quantities of things which are more or less novelties to sell and various kinds of refreshments, but all charges should be made in pennies only, strictly keeping to the plan.

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EDUCATIONAL PUBLISHERS

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The fire insurance on Mt. St. Mary's college, Plainfield, N. J., recently destroyed, was \$119,000, and the Sisters of Mercy will receive that sum, but as the institution was heavily in debt, Rt. Rev. James A. McFaul, D. D., the bishop of the Trenton diocese, believes that \$150,000 more will be needed to rebuild as desired.

Gregorian music only is now rendered during services in the Dubuque cathedral. Ever since the issuance of the Motu Proprio, preparations have been in progress for the change. A choir of boys, composed of pupils of the cathedral parochial school, has been provided for that purpose, and has now reached a stage of proficiency that warrants their undertaking to replace the former church choir in the rendition of sacred music at the cathedral.

Two prominent men who will take part in the commencement exercises of the University of Notre Dame are Sir Charles Fitzpatrick, chief justice of the Supreme Court of Canada, and

Judson Harmon, Governor of Ohio. The speech which the latter will make on Saturday evening, June 10, will open the exercises. The former has been chosen to deliver the commencement oration. The Rev. Walter Eliot, the well-known Paulist, will preach the baccalaureate sermon Sunday morning.

Columbus day is now a legal holiday in twenty-eight states. They are: Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Idaho, Illinois, Indiana, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Missouri, Montana, New Jersey, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Texas, Vermont, Washington and West Virginia.

Bishop Charles E. McDonnell, of Brooklyn, announces that he and other men prominent in the Catholic Church in King's County are planning to erect one of the greatest cathedrals in this country. The cathedral will cost \$2,000,000.

Archbishop S. G. Messmer of Milwaukee, dedicated the new Father Petit parochial school, Madison, last month, assisted by the Rev. Henry Dreis of Madison, the Rev. Henry Hanz of Beloit, and the Rev. Bernard Traudt, secretary and chancellor of the Milwaukee diocese.

When St. Boniface industrial school in Winnipeg, Manitoba, was destroyed by fire recently, a valuable library of 50,000 volumes, as well as an Indian dictionary in manuscript, was destroyed. The dictionary was believed to have been the only one of its kind in America. It represented the work of missionary priests for one hundred years. The loss from the fire is \$125,000.

Rt. Rev. Thomas F. Kennedy, bishop of Adrianapolis, president of the North American college at Rome, Italy, is likely to be appointed as an American cardinal, according to report. The same authority has it that Bishop Prendergast, auxiliary of Philadelphia, will be the next archbishop of that see.

The Official Catholic Directory, which has for many years been published by the M. H. Wiltzius company of Milwaukee, will hereafter be issued in New York by P. J. Kenedy & Sons, the oldest Catholic publishing house in the United States. The Kenedy firm was established in 1826.

Msgr. Shahan, president of the Catholic University of America, has presented a scholarship to Gibbons hall. The scholarship carries a cash value of \$2,000, and provides for a four years' course in the great school in science, law, medicine, theology, philosophy or any other of the many courses available at that institution.

Rev. Father Kemper, rector of St. John's, New Brunswick, N. J., is erecting a school building larger than the needs of his parish demand. He says that children of every nationality in the city will be welcome to receive a Catholic education in his school.

Rev. James A. Doonon, S. J., former president of Georgetown University, and one of the best known Jesuit priests in the United States, died last week at the university infirmary after a lingering illness.

The number of young men in Germany giving themselves to the work of Catholic missions is on the increase. The missionary congregation of the Fathers of the Divine Word, at Steyl, alone have 1,200 students in the schools of Germany, 400 of whom are studying already philosophy and theology.

The 8,000 members of the great St. Vincent de Paul society distributed \$325,000 among the poor last year.

A chapel will be erected in memory of Mother Mary Clement by Mount St. Joseph's Alumnae in the Opelika mission, Alabama.

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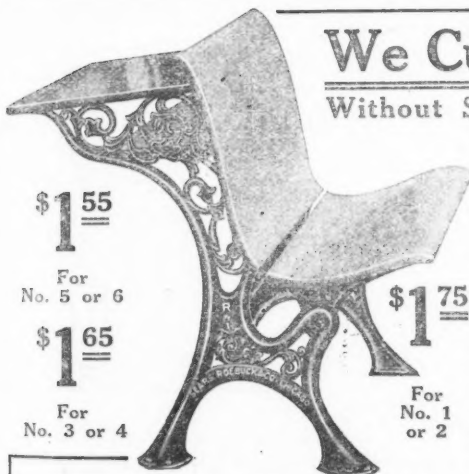
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**China Sends 500 to U. S. Schools.**

There are now in the United States about five hundred young men from China who have been sent over as students and are now matriculated in about fifty educational institutions, according to their personal taste or the line of professional careers they desire to follow.

When the Boxer indemnity was waived by the United States, the government of China decided to expend the entire amount, about \$10,000,000, in educating young men in this country for its service. A memorial to this effect was submitted by the foreign office, sanctioned by the grand council, and an edict was issued by the emperor for the selection of 100 students a year for the first four years and fifty students thereafter for twenty-eight years, their expenses to be paid from the public treasury.

These students are selected by competitive examinations open to all comers, without exception, including Tibetans, Mongolians, Manchus and Chinese, the only condition being that they bring certificates of good character and correct habits. The examinations are held under the direction of the ministry of education at Peking every year and the young men who stand highest in their marks are selected, provided their examinations come up to certain standard. This standard is very high and it is not an easy matter for the ordinary student to pass. Last year, for example, 430 candidates failed, and only seventy reached the required standard.

Each student receives an allowance of \$960 a year, which is paid him in monthly installments for a term of six years.

**London Bars Yankee School Books.**

A subcommittee of the education committee of the London, Eng., county council presented a report at a meeting of that body recently containing a revised list of books for the school lending library.

Among the books struck off the list by the subcommittee were biographies of Abraham Lincoln, Benjamin Franklin and George Washington and the

book "From Log Cabin to White House."

Asked to explain the reason for this elimination, John Dennison Pender of the committee said that the books were regarded as objectionable on account of "their extreme lack of refinement and also because they were written in American and extremely vulgar American at that."

**Catholics in Non-Catholic Schools.**

The Monitor of Newark preaches a sermon to a certain class of our people in the following words:

"There are Catholics who insist on sending their sons to non-Catholic academies and colleges. There will always be social climbers; there will always be victims of the delusion that contact with the scions of gilded aristocracy holds a secret power of elevating their sons; there will always be those who confound equipment with learning. But it is character and brain that count. A college diploma does not go far, unless brains and character accompany it. Given equal opportunities, the graduate of the Catholic college will hold his own in the race of life with the graduates from secular institutions. He will be found as well-equipped. Experience is proving it from day to day."

**Brothers Progressing in Japan.**

Very Rev. Vice Provincial Heinrich of the Brothers of Mary of Tokio, Japan, who is visiting the houses of the order in America, reports progress among the Japanese. Father Heinrich came to America from Europe when he attended the general chapter of the Brothers of Mary, held in Belgium last summer, after which he visited several European countries.

Father Heinrich was one of the founders of the province of Japan,

which now conducts colleges in Yokohama, Tokio, Osaka and Urahama. This province now numbers sixty brothers, twenty per cent of whom are Americans. Father Heinrich says the Japanese have responded to the call for postulants and a dozen or more young Japanese will soon take their vows, being the first native Brothers of Mary.

An interesting and helpful little booklet entitled "Suggestions on the Use of the Dictionary," may be secured gratis by dropping a postal card request to G. & C. Merriam Co., Springfield, Mass.

In the education of the masses in Ireland and keeping intact the traditions of the Gaelic people, the Rev. M. Dougherty of Connemara, Ireland, a speaker at the luncheon of the Chicago Irish Fellowship club, sees the hope of preserving the Irish as a nation. For that purpose he solicited the co-operation of the Irish Fellowship club and organizations of similar character in this country.

Father Dougherty has started night schools, opened twelve lecture halls, and engaged in similar movements for the education of the working people of Ireland.

As the result of the visit to Vancouver of Rev. Mothers Mahoney and Cosker of the Ladies of the Sacred Heart, Montreal, Vancouver will be the seat of one of the academies of this famous teaching order.

Jerusalem is to have a telephone system, electric lights, water system and street railways. These changes have been planned by the Turkish government, according to information sent to the American state department.

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### Humor of the School Room

Teacher: Repeat the eighth commandment, Willie.  
Willie: Thou shalt not bear false faces against thy neighbor.

Teacher: Now, Earlie, tell us when is the harvest season?

Earlie: From November to March.

Teacher: Why, Earlie, I am surprised that you should name such barren months. Who told you they were the harvest season?

Earlie: Pa. He's a plumber.

"Children," said the teacher, while instructing the class in composition, "you should not attempt any flights of fancy, but simply be yourselves, and write what is in you. Do not imitate any other person's writings or draw inspiration from outside sources."

As a result of this advice Johnny Wise turned in the following composition:

"We should not attempt any flites of fancy, but rite what is in us. In me there is my stummick, lungs, hart, liver, two apples, one piece of pie, one stick of lemon candy and my dinner."

Little Willie. Say, pa, what is a synonym?

Pa: A synonym, my son, is a word that can be used in place of another when you don't know how to spell the other.

A certain teacher was trying to develop the word color-blind.

She asked: "Tommie, what do we call a man who can't tell black from white?"

"A Pittsburgher," answered Tommie to her great astonishment.

Clara, aged six, did not know the meaning of an *encore*, and was very much disgusted with the audience at the children's concert in which she took part.

"I just know we didn't make a single mistake," she exclaimed, "yet the people in front got cross and made such a fuss that we had to do it all over again."

Teacher. "Is there any connecting link between the animal and the vegetable kingdom?"

Bright Pupil: "Yes, mum; there's hash."

Little Dorothy was complaining that her stomach felt badly.

"Perhaps it's because it's empty," said her mother. "It might feel better if you had something in it."

Not long afterward a friend called. In reply to a question as to his health, he said that he was well, but that his head felt rather badly that day.

"Perhaps it's because it's empty," spoke up Dorothy. "It might feel better if you had something in it."

"Some adjectives," said the teacher, "are made from nouns, such as dangerous, meaning full of danger, and hazardous, full of hazard. Can any boy give me another example?"

"Yes, sir," replied the fat boy at the end of the form: "Pious, full of pie."

"Mamma," said little Ethel, with a discouraged look on her face, "I ain't oing to school any more."

"Why, my dearie, what's the matter?" the mother gently inquired.

"Cause it ain't no use at all. I can never learn to spell. The teacher keeps changing the words on me all the time."

## The "100 per cent Man"

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Mr. Nathan Behrin, age 24, an Isaac Pitman writer, made an unprecedented record for Speed and Accuracy in the Civil Service examination for official court stenographer held in New York City on February 2, 1911. He wrote 200 words a minute for five minutes with ABSOLUTE ACCURACY, the report of the mission. Among 200 writers using systems of shorthand, court stenographers, and convention stenographic reporters of reference, etc. The conclusion is logical—Isaac Pitman's Shorthand is still, as ever, the most speedy and legible, the Genesis and Gibraltar of modern shorthand. Mr. Behrin studied shorthand at the DeWitt Clinton High School, New York.



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**Athletics.**—Even at the risk of devoting too great a proportion of space to the exclusive requirements of men teachers, I venture to offer a suggestion concerning school athletics. Whether organized games be regarded as an invited nuisance, a necessary evil or a factor in education—and the last is the only rational attitude—the fact remains that athletics are with us. The point to be insisted upon is that athletics need not be with all of us all the time. The track squad or the basketball team should be under faculty control in precisely the same way that the school orchestra is under faculty control. The musicians can rehearse well enough without the entire faculty being present, and the baseball nine ought similarly to achieve distinction in a practice game even though they be bereft of the consoling presence of the entire teaching force.

Zeal for athletic glory sometimes strikes a school like an epidemic and only the best conditioned of the teachers seem able to withstand the attack of the fascinating germ. While a sane interest in the athletic activities of the school is a good mark for any teacher, there is certainly little need of prolonged attendance at games. Encouraging the children is all very well; but the motive is not unlike that actuating many grown men who go to the circus every year "just to look after the little folks." Both at circuses and at athletic meets the little folks have a notable facility for taking care of themselves.

School athletics always need control. But that control should be invested in one member of the teaching body, and all the other teachers, no matter how great the apparent provocation, must be taught to keep their hands off. Participation in athletic sports, even from the safe, sane and conservative shelter of the bleachers, involves a great waste of time and begets a degree of mental dissipation not consonant with the life of a teacher—especially a young teacher.

# GET MORE OZONE.

My work was dragging wretchedly the other day. I was cross, nervous and pessimistic.

At first I couldn't understand what had put me in such a state of mind. And when I happened to remember that, except once to mail some letters and once to the store a block away, I had taken no outdoor exercise in three days, I was thoroughly ashamed of myself. Was it any wonder that I saw the world indigo blue?

Is it any wonder that any of the thousands of women who do that same thing get to feeling "as if I would fly," and to nagging and scolding those about them? Not a bit. It's only a wonder to me that they don't do worse things.

There is no cure for that nervous indoor feeling like going out and getting into a fresh atmosphere, both mental and physical. The reason men do not take disturbances and little troubles so seriously as women is because they get a fresher, saner perspective on the whole matter, while women stay in and brood. I know a bright and wise teacher who tries never to miss a day without going out for a brisk walk and a chat with some congenial friend, and who paraphrases Paderewski's famous statement about his finger exercise this way:

"If I miss my outing one day I know it. If I miss it two days my family knows it. And if I miss it three days even the butcher boy knows it."

If every woman went out and aired her lungs with outdoor ozone and her mind with the breath of sanity that comes from contact with other minds, the world would be a much happier place to live in. Of course, this daily airing takes time, but remember, it also saves time by increasing your efficiency to do your work, and probably gives you a balance on the credit side in the end. So don't say you can't afford to take the time. More likely you can't afford not to.—Ruth Cameron.

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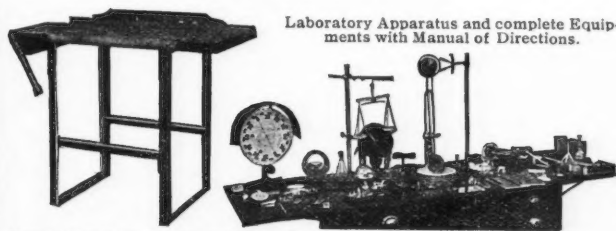
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## The Catholic School Journal

### THE BEST SPELLER IN INDIANA.

This Title Belong to a Catholic School Girl in Jasper—  
List of Words Which Proved Too Difficult  
for Competitors.

The title of "Best Speller in the State" is no small honor, and in a state where the average of scholarships is as high as in Indiana, the value of the title is of course augmented.



Miss Ardella Salb.

The "Best Speller in Indiana" is the exclusive title of Miss Ardella Salb of Jasper, who won the championship of the grade schools of the state in the spelling contest

held in Indianapolis last month. In addition to the high honor which the title conveys Miss Salb was rewarded with a gold medal and a beautiful dictionary, as material recognition of her victory.

Little Miss Salb's newest honor is the climax of a series of championships she has won. While she was still thirteen years of age she "spelled down" all contestants in Bainbridge township; on January 24th she won the championship of Dubois county, and on February 18th, as one of the representatives of Dubois county, she won a silver cup as champion speller of the third congressional district. Just fifteen days after her fourteenth birthday she has earned the championship of the state, in competition with thirty-six other children selected from the thirteen congressional districts of the state in primaries such as Miss Salb had passed through.

The words which Miss Salb's thirty-seven opponents failed to spell correctly were as follows: Traveler, precipitous, Ilium, succinct, eligible, imposter, analogous, be-seech, chrysalids, mademoiselle, Hans Christian Anderson, jaunty, rows, blotches, peered, buoyant, courtier, perchance, equilateral, assiduously, aliquot, trapezoid, gelid, surety, ogre, feigning, crypt, abatis, Knickerbocker, incomprehensible, recurrence, hereditary, necromancer, requiem, barege, reliquary and hussar.

After Miss Salb had spelled "falsetto" correctly, the last word given out, applause followed, and she was declared the winner.

She will graduate in June from St. Joseph's school, Jasper, conducted by the Sisters of Providence, and Sister Joseph, her teacher, and Rev. Basil Heusler, O. S. B., her pastor, are justly proud of her victory.

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